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MASTERY GRAMMAR GUIDES

BOOK ONE

BY

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To the Pupil

These lessons can make grammar so easy for you that you will enjoy every bit of it if you will do just what they tell you to. Even if you have had difficulty with grammar, don't be discouraged. You need never have any difficulty again if you will do just as you are told.

The first thing to do is to find out the things you need to learn; so ask your teacher for a test, and she will tell you about the work. Be sure to find out all about it and why you are doing it. That will make it much easier for you.

On the inside of the back cover you will find your Progress Card. There you will check the things that your test has shown that you know. Above your Progress Card is a Test Chart. You will find there a list of all the things in your test. Find the things on your Test Chart that you did not know. Opposite each item you will find the number of the lesson in which you can learn about it. Copy on a piece of note paper the lessons you need to study and start right in to work.

At the top of each page you will find the explanation of the lesson. Below the explanation you will find the work that you are to do. Study the explanation carefully. Then do the work by following the directions exactly.

Sometimes you may need help from your teacher. However, if your teacher cannot help you immediately, do not sit idle and waste your time. Try the next sentence; then try the next, or else study the definitions in the Daily Drill which you will find at the close of each unit. You have no idea of the progress you can make if you do your part. Your part is to *work* honestly and sincerely.

In taking up a lesson containing a new idea, repeat the subject of the lesson several times so that you will get it fixed in your mind. Read your lesson carefully, because you can never do the work assigned unless you know what it is all about.

Work quietly and calmly. Do not be troubled if you do not understand everything at once. Always go just as far as you can with a sentence, and then you will often discover that you can go a little farther. It is a wonderful thing to discover that you can really *master* things by yourself.

You may work along for several days and seem to be making no progress. Then suddenly it will all become clear to you in a flash. But remember that this does not happen unless you have honestly tried.

Now you are ready to start. Work hard. Remember that you are bound to succeed if you follow instructions and honestly try.

Name.....

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MASTERY GRAMMAR GUIDES

Unit 1, Lesson 1

Recognition of the Sentence

All your life you will have some writing to do. You will write many letters — business letters and friendly letters. You will write papers, speeches, or articles. Some of you may write stories.

Every time you write, you use sentences. If you wish to write well, you must learn to write correct sentences. If you know what a correct sentence *is*, you will be able to write sentences correctly.

So in our first lesson we learn what a sentence is.

A sentence is a group of words expressing a complete thought.

Examples: 1. The violets are in bloom.

2. Can you see the picture?

3. Fido, lie down.

Notice *how* the examples given above express complete thoughts. The first example expresses a complete thought by *telling* something. The second example expresses a complete thought by *asking a question*. The third example expresses a complete thought by *giving a command*.

Is this group of words, "Seeing the old man walk by the door," a sentence? No, it is not. It does not tell anything, ask anything, or give a command.

You will find below twenty-five groups of words. before each group of words that makes a sentence.

Some are sentences; some are not. Place a cross (x)

- () 1. We have some new neighbors.
- () 2. Hearing the sharp sound.
- () 3. Over the hills behind the farmhouse.
- () 4. I have named my kitten Sambo.
- () 5. Which I had never seen before.
- () 6. During the long, cold winter.
- () 7. The thermometer is below the freezing point.
- () 8. Into the sky floated the toy balloon.
- () 9. Our lawn has just been sown with clover seed.
- () 10. Last evening I read a very interesting story.
- () 11. After the curtain was drawn for the last act of the play.
- () 12. Seven of the boys reported for duty.
- () 13. My friend owns a most playful kitten.

- () 14. While I was talking to Henry.
- () 15. Mother has a birthday tomorrow.
- () 16. Is this your pencil?
- () 17. When he turned on the radio.
- () 18. The plans of the new house are ready.
- () 19. The papers that are lying on the table.
- () 20. How beautiful she looked in her velvet gown!
- () 21. This luncheon cloth came from China.
- () 22. I cannot go.
- () 23. Having turned out the lights and put out the fire.
- () 24. Long before the first call for breakfast.
- () 25. Have you studied all these groups of words carefully?

MASTERY GRAMMAR GUIDES

Unit 1, Lesson 2

Kinds of Sentences

In the preceding lesson you learned that a sentence expresses a complete thought in one of three ways: by

1. Telling something.
2. Asking a question.
3. Giving a command.

Thus, there are different kinds of sentences. Each kind has a special name. Their names are:

1. Declarative.
2. Interrogative.
3. Imperative.
4. Exclamatory.

1. A declarative sentence states a fact. In other words, it tells something.
Example: The girl's dress is blue.
2. An interrogative sentence asks a question.
Example: Can you hear the speaker?
3. An imperative sentence expresses a command or an entreaty.
Examples: 1. Fido, lie down. (command)
 2. Henry, please don't tear the paper. (entreaty)
4. An exclamatory sentence expresses sudden or strong feeling.
Example: How noisy it is!

You will find below four kinds of sentences: declarative, interrogative, exclamatory, and imperative.

In the parentheses at the end of each sentence, write the kind of sentence that you think it is. Use the abbreviations *Decl.*, *Inter.*, *Excl.*, and *Imp.*

- Examples: How dark it is! (Excl.)
 Come here, please. (Imp.)
1. Our house has just been painted. ()

2. The balloon is falling! ()

3. Where are you going? ()

4. Keep still a moment. ()

5. My mother gave me a police dog for a present. ()

6. The old beggar began to work his way through the fence. ()

7. Your dress is on fire! ()

8. Did you hear a queer sound? ()

9. Come here, Buster. ()

10. Down the steps, two at a time, came the excited boy. ()

11. Do you believe in ghosts? ()

12. How good that cake smells! ()

13. Please pass me my thimble. ()

14. Do you read the *American Magazine*? ()

15. I saw the tumbleweed rolling down the street. ()

16. What a fall that child had! ()

17. Jack told the truth. ()

18. Are you going to the mountains soon? ()

19. Do you know the new girl in our class?()

20. Hang the picture there. ()

21. I cannot work this puzzle. ()

22. Are you invited to Jack's party? ()

23. How hard it is raining! ()

24. The old lady limped past the open door. ()

25. A cheerful fire was blazing in the grate. ()

26. Open the door. ()

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MASTERY GRAMMAR GUIDES

Unit 1, Lesson 3

End Punctuation of Sentences

Each of the four kinds of sentences should be followed by a certain mark of punctuation.

Declarative sentences and **imperative** sentences should be followed by a *period* (.).

Examples: 1. I have seen you before.
2. Sit here, please.

An **interrogative** sentence should be followed by an *interrogation point* or *question mark* (?).

Example: Did you hear the alarm clock?

An **exclamatory** sentence should be followed by an *exclamation point* (!).

Example: How beautiful that picture is!

In the thirty sentences below, you will find the four kinds of sentences: declarative, interrogative, imperative, and exclamatory. Place a period after the declarative and imperative sentences. Place an interrogation point after each interrogative sentence. Place an exclamation point after each exclamatory sentence.

1. Why don't you take up politics or newspaper work
2. Mr. Miller spent three months in the prison camps of Colorado
3. How wonderful these mountain roads are
4. Radio concerts, theatricals, and a camp library provide evening entertainment
5. Take these cakes to your grandmother, Little Red Riding Hood
6. Once upon a time there were three little pigs who had to go out and earn their own living
7. Did you ever hear the story of the Three Bears
8. Please tell it to me
9. What an interesting story it is
10. Should you like to have been Goldenlocks
11. How fast those horses are running
12. Where did you get those apples
13. Please write to me soon
14. The club now has fourteen members
15. Return the books promptly to the library
16. Why do you move so slowly
17. What a beautiful view this is
18. What have you in your pockets
19. Only the very wise can see their own ignorance
20. Have you ever been to Mt. Wilson
21. Have you finished adding that column of figures
22. The radio announcer gave us some interesting information
23. How cold it has been today
24. What a fine piece of work you have done
25. Did you ever attend one of those concerts
26. Not a cloud could be seen on the horizon
27. Have you seen the new buildings at Westwood
28. Put your books on the lower shelf of the cupboard
29. Please bring me the thread from the machine
30. This is the last sentence in this lesson

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MASTERY GRAMMAR GUIDES

Unit 1, Lesson 4

Capitalization

In your last lesson you studied the correct end marks for sentences.

Now we have this to learn: **Every sentence should begin with a capital letter.**

- Examples: 1. Here is your hat.
2. Have you ever driven a car?
3. How beautifully she sings!

Some of the sentences given below begin with a capital letter; others do not.
First, put a C (for "Correct") in front of each sentence that is written correctly.
Next, find the sentences that are not written correctly. Write each one correctly in the space in the right-hand column.

CORRECTED SENTENCES

1. My Aunt Sarah has an interesting collection of old coins.
2. I found a book of two-cent stamps.
3. this is the day of the big picnic.
4. where are you going?
5. Sally has a new Easter hat.
6. my father has just bought a new Ford car.
7. the paste in that bottle is dry.
8. Bring home a pound of butter, please.
9. six little kittens are asleep in that basket.
10. How do you make fudge?
11. on the table lay a red purse.
12. the closet door should have been closed.
13. Where did you find your pin?
14. is your mother at home today?
15. my mother has gone to Lake Elsi for the day.

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MASTERY GRAMMAR GUIDES

Unit 1, Lesson 5

The Simple Subject

You have learned what a sentence is and what the different kinds of sentences are. There are many more things to learn about sentences. In one way, a sentence is like your body. Your body has different parts, such as hands, feet, bones, muscles. In the same way, a sentence has different parts.

Some sentences have more parts than others, but there are *two* parts that every sentence must have in order to be complete — a **simple subject** and a **simple predicate**. First, we shall study the simple subject.

The simple subject is often the person or thing that **does something**. (Daily Dozen 1.)¹

Examples: 1. *Henry* borrowed my pencil.

2. Down the steps rolled the fat *puppy*.

In the first example, "Henry" is the simple subject, for Henry is the person who *did* something.

In the second example, "puppy" is the simple subject, because the puppy *did* something.

¹The Daily Dozen is a group of twelve important facts which deal with the structure of the sentence. The complete Daily Dozen will be found on page 74.

In the sentences below, underline the simple subject. Two examples are given.

Examples: The boy runs.

Here comes Mary.

1. The old car rattled down the street.

2. The motor hummed monotonously.

3. Up the tree ran the cat.

4. I see you.

5. During the night the rain fell in torrents.

6. Up the lane stands a haunted house.

7. After the ceremony the guests gathered in groups.

8. Jack whistled to his dog.

9. Merrily sang the wind in the tree tops.

10. Over the tiny fire hovered the ragged tramp.

11. The dog shook the rag savagely.

12. My hand he shook heartily.

13. During the first act of the play the two women laughed often.

14. Helen plays the violin beautifully.

15. Around the corner of the house came a small boy.

16. During the prologue the orchestra played softly.

17. Up the noisy street marched the tired soldiers.

18. Mother's club meets this afternoon.

19. After the meeting the two old friends clasped hands warmly.

20. On the plate was some candy.

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MASTERY GRAMMAR GUIDES

Unit 1, Lesson 6

The Simple Predicate

In the preceding lesson you learned that every sentence has two parts: a subject and a predicate.

You also learned that the simple subject is often the person or thing that does something. In this lesson we shall study the simple predicate.

The simple predicate of a sentence often tells what the subject does. In such cases it is an action word. (Daily Dozen 2.)

Examples: 1. The kitten *scratched* my finger.

"Scratched" is the simple predicate. It tells what the subject, "kitten," did.

2. Down the steps *came* my friend.

"Came" is the simple predicate. It tells what the subject, "friend," did.

In the sentences below, you are to show both the simple subject and the simple predicate. Draw one line under the subject and two lines under the predicate. Two examples are given.

Examples: The boy hit the ball.

This pencil I found yesterday.

1. The eagle swooped toward the lamb.

2. Out the door and down the steps rolled the ball.

3. The little child sang loudly.

4. A rolling stone gathers no moss.

5. Down the chimney whistled the wind.

6. From rock to rock lightly leaped the mountain goat.

7. Up the frozen river raced the merry skaters.

8. The little flower in the dark corner reached toward the sunlight.

9. On hands and knees the wounded soldier crawled to safety.

10. The curfew rang at nine o'clock.

11. The child slept peacefully in his crib.

12. Toward the lights of the village the old man turned his steps.

13. During the evening the orchestra played softly.

14. After the lecture the people loitered in the halls.

15. The canyon walls threw the echo back.

16. Three miles from shore Jack caught a ten-pound fish.

17. Darkness hovered over the valley.

18. A scream pierced the night air.

19. The funniest story of the evening Jack told.

20. Somewhere in these mountains lives a hermit.

21. The girls played tennis for two hours.

22. All night long the sailors watched for land.

23. Around the corner of the house shambled a tall, red-haired boy.

24. After the concert the people clapped for many minutes.

25. The knight told of many strange adventures.

MASTERY GRAMMAR GUIDES

Unit 1, Lesson 7

The Subject of Imperative Sentences

In an imperative sentence the simple subject is usually not expressed. The sentence, "Sit down, please," means "*You* sit down, please." So "you" is the person who is to *do* something. That makes "you" the subject of the sentence.

In the sentence, "Open the window," who is to open it? "You" understood, for the sentence really means "*You* open the window."

The subject of an imperative sentence is always *you*.
In most imperative sentences the "you" is understood.

Show the simple subject and simple predicate in the following sentences by writing them in the proper columns at the right.

	SIMPLE SUBJECT	SIMPLE PREDICATE
1. Close the door, please.	1.	
2. Take your books to your seat.	2.	
3. Talk more slowly.	3.	
4. Up the street raced the small boy.	4.	
5. Turn to your right at the next corner.	5.	
6. The moon shone brightly on the little cabin.	6.	
7. Lie down for a while.	7.	
8. Day by day the grass grew higher.	8.	
9. Take your lunch to your locker.	9.	
10. Remember the rule in this lesson.	10.	
11. Bring your speller home tonight.	11.	
12. We heard that marvelous music last night.	12.	
13. Lay your books on the table.	13.	
14. Change your clothes after school.	14.	
15. The boys always play a good game.	15.	

MASTERY GRAMMAR GUIDES

Unit 1, Lesson 8

Nouns

In the last three lessons you have been studying the parts of a sentence. In this lesson you will study parts of speech.

Every word which is written or spoken belongs to one of the eight parts of speech. The part of speech to which a word belongs is determined by its use in the sentence. The first part of speech we shall study is the noun.

Every word that is the name of something is a *noun*.

“Desk” is the name of something; so it is a noun. “Lady” is the name of a person; so it is a noun.

Nouns are not always the names of something that we can see, hear, or touch: as lightning, thunder, or velvet.

“Anger” is the name of something we *feel*; so “anger” is a noun. “Joy” is the name of something we feel; so “joy” is a noun.

Any word that is the name of an *amount* is a noun; for example, pint, quart, gallon.

Any word that is the name of a *measure* is a noun; for example, yard, foot, inch, acre.

Any word that is the name of a *quality* is a noun. Both persons and things may have qualities. Persons have such qualities as courage, intelligence, gentleness, kindness. Things may have such qualities as hardness, softness, loveliness, or beauty.

All such words are nouns.

The sentences below are numbered from 1 to 8. The numbers 1 to 8 in the space at the right correspond to the numbers of the sentences. In the space after each number, write the nouns from the corresponding sentence.

- | | |
|--|----|
| 1. Jealousy and unhappiness live together. | 1. |
| 2. There is no room for sadness in that house. | 2. |
| 3. The poppies covered acres of ground. | 3. |
| 4. We put ten gallons of gasoline in the automobile this morning. | 4. |
| 5. The distant lightning fascinated the boy. | 5. |
| 6. The blackness of the night startled her. | 6. |
| 7. His foolish anger over the trifling affair annoyed his friends. | 7. |
| 8. Two pints make one quart, and four quarts make one gallon. | 8. |

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MASTERY GRAMMAR GUIDES

Unit 1, Lesson 9

Common and Proper Nouns

There are two kinds of nouns:	
1. Proper nouns.	
2. Common nouns.	
1. A <i>proper</i> noun is the name of a <i>particular</i> person, place, or thing.	"Louise" means some particular girl; therefore, "Louise" is a proper noun.
The noun "city" could mean any city, but the noun "Chicago" means one particular city; therefore, "Chicago" is a proper noun.	2. Every proper noun should begin with a capital letter.
The noun "girl" could mean any girl, but the noun	Examples: Chicago, Mississippi River, Mr. Stevens.
	3. All nouns that do not name a particular person, place, or thing are <i>common</i> nouns.
	Examples: girls, boys, city, river, school.

(a) The following sentences contain proper nouns and common nouns. Write each noun in the proper space at the right.

	PROPER NOUNS	COMMON NOUNS
1. Miss White is coming to Los Angeles.		
2. The name of our dog is Buster.		
3. Ohio is the name of a state.		
4. My friend, Jack, is a good student.		
5. President Lincoln was a much-loved man.		
6. Today is Wednesday.		

(b) The following sentences contain proper nouns that have not been capitalized. Copy each of the sentences in the space at the right, capitalizing each proper noun.

1. Have you ever visited the caves at carlsbad, new mexico?	1.
2. Santa fe is the quaintest capital in the united states.	2.
3. Many noted artists live in laguna beach, california.	3.
4. Mr. simpson is building a beautiful home near the mountains in sierra madre.	4.
5. My friend, florence harris from topeka, is spending the summer in paris.	5.
6. Next thursday my mother has a birthday.	6.

MASTERY GRAMMAR GUIDES

Unit 1, Lesson 10

Number of Nouns

You may have noticed that some nouns mean just one person, place, or thing, and that some nouns mean more than one. For this reason we say that nouns have **number**.

A noun is singular in number when it means just one person, place, or thing.

Examples: book, city, boy.

A noun is plural in number when it means more than one person, place, or thing.

Examples: books, cities, boys.

There is a special kind of noun we need to consider in studying number. If we speak of a *group* of persons, we mean more than one person, but only one group. Therefore, the noun "group" is singular.

Similarly, when we speak of a "regiment," we mean more than one soldier, but only one regiment. Therefore, "regiment" is singular.

Here is a list of similar words:¹
flock, audience, collection, troop, band, crowd, crew, pair.

¹ Such words are called **collective nouns**.

The sentences below contain singular nouns and plural nouns. Write each noun in the proper column at the right.

SINGULAR NOUNS

PLURAL NOUNS

- 1. We drove through many towns last Sunday.
- 2. The night was clear and cold.
- 3. The English lesson is not difficult.
- 4. I received three letters on Monday.
- 5. The list of guests for Jack's party is on the desk.
- 6. On Christmas Day we saw a crew of sailors at the wharf.
- 7. The river is rising rapidly.
- 8. Those boys belong to a troop of Boy Scouts.
- 9. I bought this pair of shoes at the new store on Fourth Street.
- 10. Most women like linoleum on their kitchen floors.
- 11. That is a beautiful quilt.
- 12. A group of children played contentedly in the park.
- 13. He takes pride in his collection of rare and unusual ferns.
- 14. On the top shelf you will find fresh towels.
- 15. Near the beach could be seen a flock of pelicans.

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MASTERY GRAMMAR GUIDES

Unit 1, Lesson 11

Singular Possessive Nouns

You remember that a noun which means just one is a singular noun. A noun that means more than one is a plural noun.

In this lesson you will learn about nouns that show possession.

If we should say, "I see the boy's caps," the word "boy's" would show to whom the caps belonged, or who possessed the caps. So "boy's" is called a *possessive noun*. We are speaking of just one boy who owned several caps; so the word "boy's" is both *singular* and *possessive*. Therefore, we say it is a *singular possessive noun*.

The little mark before the letter s in "boy's" is called an *apostrophe*.

To form the *singular possessive* of a noun, write the singular form of the word; then add an apostrophe and s.

You will notice, in the examples of singular possessive nouns given below, that the apostrophe always comes before the final s.

- Examples: 1. *Mary's* mother is going away.
2. That *girl's* brother won the race.
3. *Dickens's* novels are interesting.

The sentences below contain singular possessive nouns. The apostrophes have been omitted. Find the possessive nouns. Place the apostrophes where they are needed.

- | | |
|---|--|
| 1. That mans brother is president of the Chamber of Commerce. | 11. Will you button Susans coat for her? |
| 2. Please hand me Mothers thimble. | 12. Mr. Harriss house was damaged by the flood. |
| 3. The dogs collar is too loose. | 13. Arthur spent Christmas with Charless father. |
| 4. Jamess pet dog knows many tricks. | 14. Have you seen Bessies new house? |
| 5. Helen is my sisters best friend. | 15. The ships captain is a brave man. |
| 6. My chums room has just been painted a delicate rose shade. | 16. The girls had not seen Howards new suit. |
| 7. Did you notice that womans queer hand bag? | 17. That must be the doctors dog. |
| 8. That childs hair is a beautiful golden color. | 18. The doors of Bobs cupboard are locked. |
| 9. The servants hours were too long. | 19. The citys new park has just been opened. |
| 10. The preachers sermon was interesting. | 20. Mr. Harveys advice was sound. |

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MASTERY GRAMMAR GUIDES

Unit 1, Lesson 12

Plural Possessive Nouns

Suppose we wish to say "boys' caps," meaning caps belonging to different boys. We need the plural form, "boys," to show that we mean more than one boy.

Then we wish to show that these boys owned something; so we add the mark of ownership, the apostrophe, *after* the final *s*, thus: "boys' caps."

The possessive form of a *plural* noun which ends in *s* is formed by adding an apostrophe *after* the *s*.

A few plural nouns do not end in the letter *s*.

Examples: children, mice.

The possessive form of a plural noun which does not end in *s* is formed by adding not only the mark of ownership, an apostrophe, but the letter *s* as well.

So the possessive form of *children* is *children's*; and the possessive form of *mice* is *mice's*.

In writing the plural possessive of a noun, there are three things to remember:

1. Write the plural form of the noun.
2. If the plural ends in *s*, add an apostrophe only, *after* the final *s*.

Example: girls' dresses.

3. If the plural does not end in *s*, add an apostrophe and *s*. In doing this, be sure to place the apostrophe *before* the *s*.

Example: men's clothes.

In the first twelve sentences given below, there are plural possessive nouns. The apostrophes have been omitted. Place the apostrophes where they are needed.

In the next twelve sentences, beginning with Sentence 13, there are *both* singular possessive nouns and plural possessive nouns. The apostrophes have been omitted. Place the apostrophes where they are needed.

1. This spring womens hats will be small.
2. Girls often like to play boys games.
3. The childrens toys lay scattered about the room.
4. The ducks foster mother clucked warningly to them.
5. The sailors hats hung neatly in a row.
6. There will be an Elks convention in town next week.
7. The mothers warnings were not heeded by their children.
8. The firemens ball was held in the new armory.
9. The girls riding habits were destroyed by the fire.
10. We ate in the teachers cafeteria.
11. The chickens have eaten the geeses food.
12. The artists colony at Taos is growing rapidly.
13. The class was asked to memorize one of Wordsworths sonnets.
14. The captain of the force was handed a list of officers names.
15. Mr. Rices automobile has just been painted.
16. Mrs. Ross read a story to the little folks during the childrens hour.
17. The captives sword was shattered by the first blow.
18. The workingmens petition contained more than ten thousand names.
19. Did you hide those boys hats?
20. The guides horse had become lame.
21. The top of Erics car does not please him.
22. Charless new suit needs to be pressed.
23. Will you keep the boys lunch line in order?
24. President Lincolns life has been an inspiration to many.

Date

Unit 1, Lesson 13

¹Because the action in such verbs as *lie, sit, stand*, is of such a passive, even negative, nature, many authors say such verbs express *state of being* rather than action.

[13]

MASTERY GRAMMAR GUIDES

Unit 1, Lesson 14

I

Verbs

In your last lesson you learned that words which show action are verbs. There are a few words that are verbs although they do not show any action. At present it is not necessary to learn *why* these are verbs. All that is necessary is to learn the words and recognize them as verbs. They are found in Daily Dozen 3.

The following words are verbs and, with two exceptions (to be, to have been), are always in the predicate:

am be been
 is are
 was were

Each of the following sentences contains one or more verbs. Every verb is either an action word or in the list of verbs you have just learned. Draw two lines under each word that you think is a verb.

Example: I am taking music lessons.

1. My mother is walking to the car line.

2. Mr. Sanderson was here a moment ago.

3. The books were mine.

4. Helen was going to the station after school.
5. I am the guilty one.

6. The two men were talking like old friends.

7. Jack is the best student in his class.

8. Henry was the best swimmer of the life guard.

9. Is this pencil yours?

10. Ned and Sam are great pals.

II

Contractions

If we say, "That boy isn't my brother," we mean, "That boy *is not* my brother." In the word "isn't" the two words *is not* are used together with the *o* omitted. An apostrophe is placed between the *n* and *t*, where the *o* would go.
We say that "isn't" is a **contraction** of *is not*. The following words are also frequently contracted as is shown:

are not, aren't was not, wasn't were not, weren't
Verbs can sometimes be combined with their subjects to form contractions.
Examples: *I'm* going home. (*I am*)
 We're good friends. (*We are*)
The apostrophe is always placed where the letter is omitted.

Most of the sentences below contain a contraction in which the apostrophe has been omitted. Find each contraction and put an apostrophe in the place where the letter has been omitted.

1. Arent you going to the drug store for lunch?

2. Some motion-picture company was taking pictures at Fairfax yesterday.

3. The baby isnt sleeping soundly just now.

4. Werent you playing tennis yesterday?

5. Im Arthur's sister.
6. Shes his cousin.

7. We attended a most delightful entertainment last night.

8. Werent you interested in their discussion?

9. He isnt the person that I had in mind.

10. Arent you planning to go with us?

MASTERY GRAMMAR GUIDES

Unit 1, Lesson 15

Verbs

The verb is the most important word in the sentence. Therefore, you should be able to recognize all the verbs in a sentence if you wish to do good work in English.

In your last lesson you learned the list of verbs from Daily Dozen 3. In this lesson you will learn the verbs that are found in Daily Dozen 4. If you learn these verbs perfectly, they will help you in all the rest of your English work.

Learn the following Daily Dozen so that you can write and say it *from memory*.

Daily Dozen 4

The following words are verbs and are often used in the predicate as helping verbs:

could	may	has	shall	do
would	can	have	will	does
should	might	had		did
	must			done

(a) Place a book or paper over the words in Daily Dozen 4 so that they are hidden from view. Then write them from memory in the space below.

(b) Each of the following sentences contains two or more verbs. Every verb is either an action word or one of the verbs given in Daily Dozen 3 and 4. Copy the verbs from each sentence in the space at the right.

1. She had seen the picture twice.

1.
2. Have you had your breakfast?
(Note: Sometimes the parts of the verb are separated as in this sentence.)

2.
3. He has studied hard all day.

3.
4. That girl may have been her sister.

4.
5. James should have worked harder today.

5.
6. Is your mother coming to school today?

6.
7. How fast the time goes!

7.
8. They could have picked four boxes of oranges today.

8.
9. Will you bring your skates tomorrow?

9.
10. Those books must have been left in the yard.

10.

MASTERY GRAMMAR GUIDES

Unit 1, Lesson 16

Parts of Speech and Parts of a Sentence

You remember that the person or thing that usually does something in a sentence is the subject.

In this sentence, "Fred runs," Fred does something; so Fred must be the *subject*. But in addition to being the subject, Fred must also be a *noun*, because Fred is the name of a person.

You can readily see how the same girl can be called two different things. Suppose Mary goes to a junior high school; we call her a *pupil* of whatever school she attends. In addition she plays the piano very well; so we call her a *pianist* also. In this case we have the same girl called two different things — a pupil and a

pianist. When we think of her as going to school, she is a *pupil*; when we think of her as playing the piano, she is a *pianist*.

It is the same way with "Fred" in our sentence, "Fred runs." When we think of "Fred" as a *part of speech*, we say it is a noun, because "Fred" is the name of something; when we think of "Fred" as a *part of the sentence*, "Fred runs," we say it is the subject, because it tells *who* runs.

In the same way "runs" shows action, and so it is a *verb*. But when it is used in the sentence, "Fred runs," it tells what Fred does, and so it is *also a predicate*.

In the following sentences, certain words are italicized. Copy each italicized word under its proper heading in the space at the right. Write after it, under the proper heading, the part of speech it is and the part of the sentence it is.

Example: The *man* drove the automobile to Kansas.

ITALICIZED WORD	PART OF SPEECH	PART OF SENTENCE
man	noun	subject
drove	verb	predicate

ITALICIZED WORD	PART OF SPEECH	PART OF SENTENCE
-----------------	----------------	------------------

- 1. *John* plays the piano every evening.
- 2. The *audience* clapped with great enthusiasm.
- 3. The charming *girl* spoke kindly to the little lame boy.
- 4. Westward *moved* the setting *sun*.
- 5. After dinner that *man* always *reads* the paper.
- 6. During the summer the *boys* always *spend* a week at the farm.
- 7. The *rain* came down in torrents.
- 8. *Betty* watched her mother eagerly.

MASTERY GRAMMAR GUIDES

Unit 1, Lesson 18

Verb Phrases

You know that sometimes two, three, or even four verbs are used together in the predicate. Such a group of verbs is called a **verb phrase**.

Examples: 1. I *have seen* you before.

The verb "have" helps the main verb, "seen."

2. I *may have seen* you before.

The verbs "may" and "have" both help the main verb, "seen."

3. I *shall have been seen* by that time.

The verbs "shall," "have," and "been" help the main verb, "seen."

In a verb phrase there is always a *main* verb with its *helping verb or verbs*. There may be from one to three helping verbs.

The verbs in a verb phrase are not always together. They may have other words between them.

Example: *Can* you ever *keep* a secret?

In finding the verb phrase, remember these instructions:

- 1. Find the action word first.
- 2. Then see if the sentence contains any of the verbs that are listed in Daily Dozen 3 and 4.

Below is a group of sentences containing verb phrases. In each sentence, find the verb phrase. Copy it in the space provided at the right.

VERB PHRASES

- | | |
|--|-----|
| 1. Jack had never seen such a sight. | 1. |
| 2. The huge engine had been rolled over on its side. | 2. |
| 3. Did you go to the play last evening? | 3. |
| 4. Have you chosen the speaker of the evening? | 4. |
| 5. Can you play more softly? | 5. |
| 6. Henry could hardly imagine himself in such a plight. | 6. |
| 7. Helen should not have attended that meeting. | 7. |
| 8. The little white dog had always manifested great love for his master. | 8. |
| 9. James had frequently been warned against such conduct. | 9. |
| 10. Mr. Whitehead had not heeded the warning. | 10. |
| 11. I might have taken her in my car. | 11. |
| 12. Would you have recognized his voice? | 12. |
| 13. May we go to Helen's? | 13. |
| 14. Mother may not have seen the signal. | 14. |
| 15. I shall undoubtedly have been gone hours by that time. | 15. |

MASTERY GRAMMAR GUIDES

Unit 1, Lesson 19

Nouns and Verbs

You have studied two parts of speech — nouns and verbs. There is something interesting about these two parts of speech.

In this sentence, “I walk to school every day,” “walk” certainly tells what I *do*, or shows action; so it must be a verb.

But in this sentence, “The cement walk is clean,” “walk” is the name of something; so it must be a *noun*.

In this sentence, “We took a long walk in the country,” “walk” is the *name* of what we took; so it must be a noun here, too.

Thus, the same word may sometimes be a noun and sometimes a verb, *according to the way in which it is used in the sentence*. If it is used to show action, it is a verb. If it is used as the name of something, it is a noun.

The following sentences contain certain italicized words. These words are either nouns or verbs, according to the way in which they are used in the sentence.

Study the italicized words. Find the nouns and copy them in the column headed NOUNS.

Find the verbs and copy them in the column headed VERBS.

NOUNS

VERBS

- 1. The *road* to school is rough and rocky.
- 2. We *rode* to school in an automobile.
- 3. When does the farmer *rake* his hay?
- 4. The farmer’s son has a *rake* in his hand.
- 5. There was an *opening* in the woods.
- 6. Mother is *opening* her letters now.
- 7. Father *opened* the door quietly.
- 8. Bakers use *flour* in their bread.
- 9. *Flowers* bloom all the year in California.
- 10. Many persons *bake* pumpkin pies at Thanksgiving time.
- 11. The *feed* for the chickens is in the shed.
- 12. *Feed* the dog now, please.
- 13. The *paper* on that wall is faded.
- 14. *Paper* the living room next.

Date

Unit 1, Lesson 20

You have studied two parts of speech — nouns and verbs. In this lesson you will study still another part of speech — pronouns.

Suppose your name is Jack Thompson. If some one were talking to you, he would not say, "Jack Thompson is a fine boy," but he would say, "You are a fine boy." Then "you" would take the place of your name, Jack Thompson; or, in other words, "you" would take the place of the *noun*, "Jack Thompson."

In this sentence, "Has she gone?" "she" stands for some noun; it may stand for "woman," "girl," "teacher," "Mrs. McKay." We don't know just what noun it stands for, but we know it stands for the *name* of some one.

The words "you" and "she," which stand for the name of some one, are called **pronouns**.

For the present we shall study only the pronouns which are listed below. It would be a good thing to learn these just as you did the lists of verbs in Daily Dozen 3 and 4. They are grouped together in such a way that they are easy to learn.

The following words are always pronouns:

I	we	they	you
my	our	their	your
mine	ours	theirs	yours
me	us	them	
he	she	it	
his	hers	its	
him	her		

The following sentences contain certain italicized words. These words are nouns, pronouns, or verbs.

Study the italicized words. Find the nouns and copy them in the column headed **NOUNS**.

Find the verbs and copy them in the column headed VERBS.

Find the pronouns and copy them in the column headed PRONOUNS.

VERBS

PRONOUNS

1. *She has not answered my letter.*
2. *When did you arrive in Los Angeles?*
3. *The moon shone with quiet radiance upon the earth below.*
4. *He is a splendid football player.*
5. *There are my parents.*
6. *Those are my stamps.*
7. *The horses have not yet had their feed.*
8. *This morning Father did not drive his car to the office.*
9. *Our team has won every game this year.*
10. *I read the newspaper every day.*

MASTERY GRAMMAR GUIDES

Unit 1, Lesson 21

The Subject

You have learned that you can often find the subject by finding the person or thing that does something.

But sometimes there are sentences in which no one does anything. Then you need to use the second part of Daily Dozen 1.

You can always find the subject by asking the question *who* or *what* before the verb.

Examples: 1. Bob has been a fine president.

“Has been” is the predicate. To find the subject, ask, “*Who* or *what* has been a fine president?” “Bob” is the answer; so “Bob” is the subject.

2. This picture has been beautifully framed.

“Has been framed” is the predicate. To find the subject, ask the question, “*Who* or *what* has been framed?” “Picture” is the answer; so “picture” is the subject.

In this more advanced work on the subject you see how important it is to know how to find the predicate. You cannot repeat too often these statements:

- 1. Action words are in the predicate.
- 2. The verbs listed in Daily Dozen 3 and 4 are in the predicate.
- 3. No other words are in the simple predicate.

In the space at the right, copy the simple predicate from each of the following sentences.

Then find the subject of each sentence by asking the question *who* or *what* before the predicate. Write each subject opposite its predicate.

	PREDICATE	SUBJECT
1. That tall man might have been Mr. Olson.	1.	
2. Has Miss Farley been in Panama long?	2.	
3. That dog has been playing with that rope.	3.	
4. When will your neighbor return from his trip?	4.	
5. Can you tell me the name of the man across the aisle?	5.	
6. This milk bottle has not been returned to the store.	6.	
7. Have you ever visited Yellowstone Park?	7.	
8. I have never heard of anything so foolish.	8.	
9. Could you do an errand for me?	9.	
10. Darkness had almost descended on the little village.	10.	
11. Thomas evidently had not heard one word of the sermon.	11.	
12. Will you toss that ball to me?	12.	
13. Duncan has been a most satisfactory student.	13.	
14. That book must have been written in Scotland.	14.	
15. This short story was written in Switzerland.	15.	

MASTERY GRAMMAR GUIDES

Unit 1, Lesson 22

The Complement

You have studied two important parts of a sentence — the simple subject and the simple predicate. In this lesson you will study the next part of a sentence — the complement.

Suppose a new teacher should come into the room some morning and say, "My name is," and stop there. You would immediately say to yourself, "Her name is what?" The verb "is" in this sentence needs some word to complete its meaning. Otherwise the sentence has no meaning.

The complement of a sentence completes the meaning of the verb and answers the question *what* (*who* or *whom*, if it is a person) after the verb. (Daily Dozen 5.)

Examples: 1. My name is *Jack*.
My name is what? "Jack" answers the question *what*; so "Jack" is the complement.

2. My book he snatched from my hand.
He snatched what? "Book" answers the question *what*; therefore, it is the complement.

Some verbs do not need a complement to complete their meaning.

Study the following sentence: "Henry walked swiftly." Is there a complement? Henry walked what? No word answers the question *what* after "walked." "Swiftly" tells *how* he walked. So there is no complement.

Many of the following sentences contain complements; a few do not. Find the sentences that contain complements. Copy the numbers of these sentences in the column provided at the right. Then write the subject, predicate, and complement of each of these sentences in the correct columns.

Do not do anything with the sentences that do not contain complements.

	No.	SUBJECT	PREDICATE	COMPLEMENT
1.		I	saw	a queer accident yesterday.
2.		Tom	walked	more slowly every minute.
3.		My	name is	Martha.
4.		Peggy	likes	Miss Henry very much.
5.		The boy	became	cheer leader.
6.		I	enjoy	good music.
7.		His cap	he threw	across the room.
8.		Bert	was running	swiftly around the track.
9.		Did you	hide	my hat?
10.		The teacher	answered	all the questions.
11.		Did you	hang	that picture there?
12.		The rebuke	Henry took	without a word.

MASTERY GRAMMAR GUIDES

Unit 1, Lesson 23

The Predicate Nominative

There are four kinds of complements. In this unit you will study only three kinds of complements — the predicate nominative, the direct object, and the predicate adjective.

You have already learned that a complement completes the meaning of the verb and answers the question *what*, *who*, or *whom* after the verb. In this lesson you will learn to recognize the predicate nominative.

A predicate nominative is a complement that explains the subject and means the same person, place, or thing as the subject. (Daily Dozen 6.)

Examples: 1. Miss Smith is my *teacher*.

“Teacher” is the complement. “Teacher” and the subject, “Miss Smith,” mean one and the same person. Therefore, “teacher” is a predicate nominative.

2. An apple is a delicious *fruit*.

“Fruit” is the complement. “Fruit” and the subject, “apple,” mean one and the same thing. The verb “is” says so. So “fruit” is the kind of complement that is called a predicate nominative.

Some of the following sentences contain predicate nominatives; others do not. Find the sentences that contain predicate nominatives. Copy the numbers of these sentences in the column provided at the right. Then write the subject, predicate, and predicate nominative of each of these sentences in the correct columns.

Do not do anything with the sentences that do not contain predicate nominatives.

No.	SUBJECT	PREDICATE	PREDICATE NOMINATIVE
1.	Mother	gave my old doll to a little girl.	
2.	My aunt	is president of the P. T. A.	
3.	Jim	is my best friend.	
4.	The old lady	sank down into the big chair.	
5.	My mother	is a good cook.	
6.	I	shall see Helen soon.	
7.	Jack	is the best student in the class.	
8.	To his subjects	the king was a hero.	
9.	Henry	is a good musician.	
10.	Have you	learned that poem yet?	
11.	Her home	is a real mansion.	
12.	Mr. Smith	is the oldest member of the firm.	

MASTERY GRAMMAR GUIDES

Unit 1, Lesson 24

The Direct Object

You have learned to recognize the predicate nominative, the complement which means the same thing as the subject. In this lesson you will learn how to pick out in a sentence **complements that have some action performed on them.**

If you bat a ball, you *do* something to it, and because you do something to the ball, you perform an action upon it.

If you eat an apple, you do something directly to the apple; or, in other words, you perform an action upon it.

If you speak to your teacher, you don't perform any action on her *directly*. It would be absurd to say you speak your teacher. You speak *to* her.

If you say, "My name is Susan," you don't perform any action on Susan. You couldn't "is" anything, no matter how hard you might try. But you could pinch Susan, and so perform an action on her, because there is action in pinching.

A direct object is a complement that receives some action from the verb and is usually different from the subject. (Daily Dozen 7.)

Example: Henry ate the *pie*.

"Pie" receives the action of the verb "ate" and is different from the subject. Therefore, "pie" is a direct object.

Find the sentences below that contain direct objects. Copy the numbers of these sentences in the column provided at the right. Then write the subject, predicate, and direct object of each of these sentences in the correct columns.

Do not do anything with the sentences that do not contain direct objects.

	No.	SUBJECT	PREDICATE	DIRECT OBJECT
1. Sam placed my books on the table.				
2. Put your things in the locker.				
3. Today my mother is coming home.				
4. My grandmother has gone to her room.				
5. The puppy shook the rag doll vigorously.				
6. My hat Jack took from the hook.				
7. Today is Wednesday.				
8. Miss Smith passed my note to Mary.				
9. The boy's knuckles had rapped the table three times.				
10. Down the alley two little girls were making mud pies.				
11. George has taken his sister to the party.				
12. I am captain of the team.				

MASTERY GRAMMAR GUIDES

Unit 1, Lesson 25

Adjectives

You have learned that every word in a sentence is a certain part of speech. You have studied nouns, pronouns, and verbs.

In this lesson we shall study a fourth part of speech, the **adjective**.

If some one says, "I saw the flowers," we do not know *how many* flowers, *what kind* of flowers, or anything about them.

But if he says, "I saw *six yellow* flowers," we know both how many flowers and what kind of flowers he saw. The words "six" and "yellow" *modify*¹ flowers because they limit the flowers to a certain kind and a certain number. Such words are called **adjectives**.

1. An adjective modifies a noun or pronoun and answers the question *which one, how many, or what kind*. (Daily Dozen 9.)

¹The word "modify" means to limit, restrict the meaning of, or qualify.

Examples: 1. It is a *warm* day.

"Warm" is an adjective modifying "day" by telling *what kind*.

2. *This* dress belongs to her.

"This" is an adjective modifying "dress" by telling *which one*.

3. The artists were *three* in number.

"Three" is an adjective modifying "artists" by telling *how many*.

Notice that the adjective "three" comes after the noun it modifies. This frequently happens.

Several adjectives may modify the same noun.

Example: *That tall, handsome* boy must be very *happy*.

2. The words *the, a, and an* are adjectives, for they always modify nouns. They are called *articles*.

All the sentences below contain adjectives. Find the adjectives and copy them in the space provided at the right. Opposite each adjective write the noun or pronoun it modifies.

ADJECTIVE

WORD ADJECTIVE MODIFIES

1. That brick house is an old building.

2. The green vines twined about the old porch.

3. Peggy has a wind-blown bob.

4. That little girl can run as fast as her big brother.

5. Jack won second place in the finals.

6. Two eyes were dark with excitement.

7. The night was dark and very still.

8. Many queer stories have been told about the haunted house.

9. That old book with the fine print tells an exciting story.

10. The sand at Cannon Beach is white and very fine.

MASTERY GRAMMAR GUIDES

Unit 1, Lesson 26

The Predicate Adjective

So far, you have studied two kinds of complements: the predicate nominative and the direct object.

There is a third kind of complement, called the **predicate adjective**.

Example: The day was *hot*.

In this sentence “hot” answers the question *what* after “was” and is therefore the complement.

But it is also an *adjective*, because it tells *what kind* of day it was. When an adjective is also a complement, we call it a **predicate adjective**.

A predicate adjective is an adjective that is used as a complement and modifies the subject.

In the following examples, you will notice that each predicate adjective answers the question *what kind* about the subject.

- 1. The night was *dark*.
- 2. Jane was *happy* after the party.
- 3. Was the moon *full* last evening?

Some of the sentences given below contain predicate adjectives; others do not. Find the sentences that contain predicate adjectives. Copy the numbers of these sentences in the proper space at the right. Then write the subject, predicate, and predicate adjective of each of these sentences in the correct columns.

Do not do anything with the sentences which do not contain predicate adjectives.

No.	SUBJECT	PREDICATE	PREDICATE ADJECTIVE
1.	The boy	was still hungry	after lunch.
2.	The night	was very dark.	
3.	Jane	became angry	with her friend.
4.	Helen	saw the races	at Tia Juana.
5.	Tom	walked gayly	down the road.
6.	Louise	was unusually happy.	
7.	The vines	were green	in color.
8.	Theodore	stood quietly	in line.
9.	The horse's mane	was long.	
10.	Where are you	going?	
11.	Was Henry	sleepy	during the game?
12.	The bouquet of flowers	was beautiful.	
13.	The clock on the mantel	is valuable:	
14.	The program in the auditorium	was very good.	
15.	The song of the canary	is cheerful.	

MASTERY GRAMMAR GUIDES

Unit 1, Lesson 27

General Study of Complements

You have now studied three kinds of complements: the predicate nominative, the direct object, and the predicate adjective.

If you understand thoroughly these kinds of complements, you will be able to arrange in columns the subjects, predicates, and complements of such sentences as you have studied, and also to tell the kind of complement each is.

Example: This hat I have had for several months.

SUBJECT	PREDICATE	COMPLEMENT	KIND OF COMPLEMENT
I	have had	hat	dir. obj.

There are two important things to remember, however:

1. Not all sentences have complements.
2. Words that answer the questions *how*, *when*, *where*, *why* are not complements. Complements answer the question *what*, *who*, or *whom*.

After you have found the subject, predicate, and complement, the next thing is to be sure you get the *kind* of complement right. Look at Daily Dozen 6, 7, and 8 (on page 28) for help in deciding the kind of complement.

Opposite each of the sentences below, write its subject, predicate, complement, and the kind of complement. Remember that some sentences do not have complements. For such sentences, of course, write only the subject and predicate.

	SUBJECT	PREDICATE	COMPLEMENT	KIND OF COMPLEMENT
1. Years ago she must have resembled her daughter.				
2. Are you rattling the doorknob?				
3. Your beads are beautiful.				
4. No other home had she ever known.				
5. The rain was coming down in torrents.				
6. That old building has been a disgrace to the neighborhood.				
7. The man must be a fine doctor.				
8. The leaves of the book Grandmother turned sadly.				
9. A rat is a rodent.				
10. The old clock in the tower was striking the hours in solemn tone.				
11. The embers in the grate Henry watched for a long time.				
12. The telephone has been ringing often this afternoon.				
13. The telephone is very convenient.				
14. Was that thread too fine?				
15. This kodak has always taken clear pictures.				
16. Drive carefully in rainy weather.				
17. On the table lay the books.				
18. Her new dress is blue.				
19. These curtains we should have sent to the laundry yesterday.				
20. She has always been a sincere friend.				

MASTERY GRAMMAR GUIDES

Unit I

DAILY DRILL

The Sentence

1. A sentence is a group of words expressing a complete thought.

Classification of Sentences According to Meaning

(a) The *declarative* sentence makes a statement.

Example: I have seen you somewhere before.

(b) The *interrogative* sentence asks a question.

Example: Have I seen you somewhere before?

(c) The *imperative* sentence gives a command or makes a request.

Example: Come in after school.

(d) The *exclamatory* sentence expresses sudden or strong feeling.

Example: What a beautiful rose that is!

Eight Parts of the Daily Dozen¹

A Study of the Parts of a Sentence and Their Relation to One Another

1. The *simple subject* is an important part of the sentence. In finding the simple subject, remember these points:

(a) You can often find the simple subject by finding the person or thing that does something.

(b) You can always find the subject by asking the question *who* or *what* before the verb.

2. The *simple predicate* is the second important part of the sentence. In finding the simple predicate, remember these points:

(a) Action words are in the predicate (except verbals).

(b) The verbs listed in Daily Dozen 3 and 4 are in the predicate.

(c) No other words are in the simple predicate.

3. The following words are verbs and, with two exceptions (to be, to have been), are always in the predicate:

am	is	was
be	are	were
been		

4. The following words are verbs and are often used in the predicate as helping verbs:

could	may	has	shall	do
would	can	have	will	does
should	might	had		did
	must			done

5. The third part of the sentence that we study is the *complement*. (Not all sentences have complements.)

¹The complete Daily Dozen will be found in the Daily Drill for Unit II, page 74.

A complement completes the meaning of the verb and answers the question *what*, *who*, or *whom* after the verb.

6. There are three kinds of complements: *predicate nominative*, *direct object*, *predicate adjective*.

A *predicate nominative* is a complement that explains the subject and means the same person, place, or thing as the subject.

7. A *direct object* is a complement that receives some action from the verb and is usually different from the subject.

8. A *predicate adjective* is an adjective that is used as a complement and modifies the subject. It usually describes the subject.

Parts of Speech

1. A noun is the name of a person, place, or thing.

2. A pronoun is a word that stands for a noun; for example, he, she, it, they.

3. A verb is a word that expresses action or state of being.

4. An adjective modifies a noun or pronoun and answers the question *which one*, *how many*, or *what kind*; for example, *the blue dress*, *brass bowls*.

Capitalization

1. Every sentence should begin with a capital letter.

2. Proper names should begin with capital letters. The days of the week, months, and all other proper nouns should begin with capital letters.

3. A proper adjective should begin with a capital letter.

Examples: *English* language, *American* people.

Punctuation

Formation of the Possessive

1. To form the possessive form of a singular noun, add an apostrophe and *s* (James's).

2. In forming the plural possessive of a noun, there are three things to remember:

(a) First, write the plural form of the noun.

(b) If the plural noun does *not* end in *s*, add an apostrophe and *s* (men's).

(c) If the plural noun does end in *s*, add an apostrophe *after* the *s* (girls').

End Marks

1. A period (.) should be placed at the close of every declarative and imperative sentence.

2. A question mark (?) should be placed after every interrogative sentence.

3. An exclamation point (!) should be placed at the close of each exclamatory sentence.

MASTERY GRAMMAR GUIDES

Unit I

SUPPLEMENTARY SENTENCES

1. Wednesday will be a holiday.
2. The wise old owl was hooting weirdly from his perch in the ancient tower.
3. When can you play tennis with us?
4. That book is interesting.
5. Vacation days are coming soon.
6. The small boy must have hung his hat on the highest hook.
7. Last month was beautiful.
8. Did you ever see such a funny sight?
9. The hour hand of the big clock had been dragging slowly toward midnight.
10. This orange is delicious.
11. This note she handed me this morning.
12. That puzzle is difficult.
13. Your mother must be a wonderful woman.
14. The cold air of the frosty night may nip your nose.
15. Jack had slowly picked his way through the briar patch.
16. Monday was a beautiful day.
17. The soft light from the colored window must have been lovely.
18. This candy is walnut fudge.
19. This book I shall have finished by that time.
20. My pencil I must have lost during lunch.
21. Close the doors.
22. Jack must have been the best athlete in school.
23. Are you invited to Helen's party?
24. This problem I cannot understand.
25. Her simple muslin dress with its bright sash was very dainty.
26. A persimmon orchard must be gorgeous in the fall.
27. The thunder was crashing overhead.
28. The old man looked questioningly at his new friend.
29. How Beatrice did frighten me!
30. The carpenter was driving the nails with a quick, sharp stroke of his hammer.
31. Tomorrow will be the longest day of the year.
32. Up the long, hot trail plodded the burros wearily.
33. Through the quiet air suddenly sounded the shrill whistle from the camp.
34. The thoughts of the old soldier must have been queer.
35. How do you make that sound through your teeth?
36. The small boy in the big hat was looking wistfully toward the setting sun.
37. Where can she have gone?
38. Where was that cake put?
39. Many lovely things I had received on my birthday.
40. No one had noticed the small mouse in the corner of the huge room.
41. Helen can make good biscuits.
42. Aunt Sarah has been my guardian for many years.
43. How can you walk so fast?
44. Gracefully the old cat had pounced upon the tiny mouse.
45. Miss Ferguson must be a splendid teacher.
46. Shall you be leaving tomorrow?
47. Where do you keep your car?
48. Have you been monitor all year?
49. Such delicious candy I have never before tasted.
50. The story must have been false.
51. Bring those papers to me.
52. Next month is June.
53. How did you work that puzzle?
54. This candy is delicious.
55. Helen has usually made friends easily.
56. That dress has always been too long.
57. An exciting game of tennis the old woman had been watching from her seat on the verandah.
58. The chocolate cake the stealthy old tramp had quietly taken from the window.
59. The following morning the swallow flew toward the harbor.
60. Jerry must be an old dog by this time.
61. Have you not been warned before?
62. Could he have discovered our plans?
63. The weather had become cold.
64. Tomorrow is my father's birthday.
65. Near the hedge on the far side of the yard stood several curious persons.
66. They have always been friends.
67. Give this purse to your mother, please.
68. Toward evening the rain had come down in torrents.
69. Your excuses are very foolish.
70. After Susan's birthday party came many uneventful days.
71. They were very happy in their new home.
72. That great avenue had once been a small lane.
73. She must be Peggy's sister.
74. Put the wicker basket on my dressing table.
75. His book I had just found under the big elm tree in our yard.

Capitalization and Punctuation

1. are you planning to go to marys party on thursday
2. last week the mallorys and their friends from harrisburg, pennsylvania, visited us
3. how happy you must have been to see your uncle ben again
4. isnt your mothers aunt a remarkable woman
5. she has traveled in many countries, england, italy, spain, france, and belgium
6. has she ever been in scotland
7. yes, her fathers brother lives in edinburgh.
8. hasnt margaret been in italy recently
9. no, she went directly to paris, where she is studying designing
10. shouldnt you like to spend a year in new york city
11. i plan to attend columbia university for a year after I finish college
12. is bob going with you, or does he plan to go to chicago university
13. ringling brothers circus will be in helena tuesday
14. i wish you and tom and bob could go with me
15. doesnt bob live on maryland drive
16. what a beautiful drive there is along the lake in chicago
17. i saw harrietts brother in des moines
18. mens clothes have changed a great deal during the last two centuries
19. you will find a remarkable assortment of childrens books at bullocks
20. the girls (plural) luncheon was beautifully served
21. wasnt that the party at ruths house
22. how i should like to have been here for your fourth of july celebration
23. i hope to spend may in the adirondacks
24. the womens vote was unusually heavy in this precinct
25. one of dickenss most popular novels is *oliver twist*
26. did you ever hear the story of the great stone face
27. nathaniel hawthorne tells the story beautifully
28. this great stone face was carved on the side of a mountain not far from ernests home
29. it was a face of great beauty, strength, and nobility
30. every day ernest would look at the calm, serene face on the mountain side
31. for years people had awaited the arrival of a man who would look like the great stone face
32. ernests great desire was to see this man
33. at last a wonderful poet discovered that it was ernest himself who resembled the great stone face
34. it took place in london, england
35. how sorry every one feels for oliver
36. bill sykes wasnt at all kind to oliver
37. fagin taught him to steal
38. oliver didnt like the life he led with bill sykes and fagin
39. finally he was received by nancy
40. after that he lived happily with his own relatives
41. the story of henry fords life is most interesting
42. at an early age he worked in a factory at detroit, michigan
43. he was always interested in mechanics
44. he has great regard for his employees welfare
45. alma, jay, and judith live on harvard boulevard

Name.....

Date.....

MASTERY GRAMMAR GUIDES

TEST ON UNIT I

Form A

I. You will find below five groups of words that are written without any mark of punctuation at the close. Some are sentences; some are not. Place a check (✓) before the ones that are sentences.

- () 1. We could hear the distant rumble of thunder
- () 2. Marching back and forth over the floor of the gymnasium
- () 3. A beautiful bouquet of sweet peas on the desk
- () 4. Did you hear the president's speech over the radio
- () 5. The papers that we handed in yesterday

II. Below are four kinds of sentences: *declarative*, *interrogative*, *imperative*, *exclamatory*. After each sentence write the word that shows the kind of sentence it is.

- 1. How brave you are!_____
- 2. Where can Jack's skates be?_____
- 3. The old man sat down quietly._____
- 4. Can you come to my party tomorrow?_____
- 5. Give me your new address, please._____

III. The following sentences are written without capital letters, apostrophes, or marks of punctuation at the close. Copy them correctly in the space below.

- 1. where is harrys new fountain pen
- 2. down the alley ran a big st. bernard dog
- 3. please bring me johns gloves
- 4. how beautiful it is in england in april
- 5. the childrens playhouse was destroyed by the wind

CORRECTED SENTENCES

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

IV. Every sentence contains a simple subject and a simple predicate. Copy the simple subject and the simple predicate from each of the following sentences in the proper columns below.

- 1. Have you ever heard that queer story about the smoke?
- 2. Down the stairs crept the little child.
- 3. The night must have been dark.
- 4. These apples they must have picked early this morning.
- 5. *Ivanhoe* is an interesting book.
- 6. Close the door into the hall, please.

SUBJECT

PREDICATE

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

V. Five of the sentences in Question IV contain complements. One does not. The complements are of three kinds: *predicate nominative*, *direct object*, and *predicate adjective*. Find these complements. Write them in the proper column below. Opposite each complement write the words that show the kind of complement it is.

COMPLEMENT

KIND OF COMPLEMENT

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Name.....

Date.....

MASTERY GRAMMAR GUIDES

TEST ON UNIT I

Form A

VI. The following sentences contain fifteen italicized words. These words are nouns, pronouns, verbs, or adjectives. Copy the italicized words in the proper column below. Opposite each word write the part of speech it is.

- 1. *Put your books in your locker* now.
- 2. *Two little children were playing in the dusty street.*
- 3. *I have not seen my mother for many months.*

VII. Each of the following sentences contains several nouns. These nouns are either *singular* or *plural* in number. Copy each noun in the proper column below.

- 1. The boys in this neighborhood are good friends.
- 2. Many cities in this country have beautiful parks.
- 3. That cap does not fit the man's head.

SINGULAR NOUNS

PLURAL NOUNS

ITALICIZED WORD	PART OF SPEECH
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	
6. _____	
7. _____	
8. _____	
9. _____	
10. _____	
11. _____	
12. _____	
13. _____	
14. _____	
15. _____	

MASTERY GRAMMAR GUIDES

TEST ON UNIT I

Form B

I. You will find below five groups of words that are written without any marks of punctuation at the close. Some are sentences; some are not. Place a check (✓) before the ones that are sentences.

- () 1. We have just purchased some new dining-room furniture
- () 2. A picture of the ocean hanging over the desk
- () 3. The night of the storm last September
- () 4. The book which I read last week
- () 5. Through the mist appeared the ship

II. Below are four kinds of sentences: *declarative, interrogative, imperative, exclamatory*. After each sentence write the word that shows the kind of sentence it is.

1. Where have you been, Helen? _____
2. How that canary sings! _____
3. You have been elected a
member of our club. _____
4. Have you seen my white kitten? _____
5. Close the door behind you, please. _____

III. The following sentences are written without capital letters, apostrophes, or marks of punctuation at the close. Copy them correctly in the space below.

1. our neighbor has a large persian cat
2. where is toms new bicycle
3. what a beautiful ring that is
4. the childrens toys had been carefully laid away
5. there was a display of boys shoes in the window

CORRECTED SENTENCES

1. _____
2. _____
3. _____
4. _____
5. _____

IV. Every sentence contains a simple subject and a simple predicate. Copy the simple subject and the simple predicate from each of the following sentences in the proper columns below.

1. Have you ever seen that queer old watch of grand-father's?
2. Open the window behind you, please.
3. That story must have been very funny.
4. Mrs. Baker is an excellent cook.
5. Through the mist appeared the ship.
6. This book Helen must have lost.

SUBJECT	PREDICATE
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

V. Five of the sentences in Question IV contain complements. One does not. The complements are of three kinds: *predicate nominative, direct object, and predicate adjective*. Find these complements. Write them in the proper column below. Opposite each complement write the words that show the kind of complement it is.

COMPLEMENT	KIND OF COMPLEMENT
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

Name.....

Date.....

MASTERY GRAMMAR GUIDES

TEST ON UNIT I

Form B

VI. The following sentences contain fifteen italicized words. These words are nouns, pronouns, verbs, or adjectives. Copy the italicized words in the proper column below. Opposite each word write the part of speech it is.

- 1. *Put* your things away, please.
- 2. *Two white mice were nibbling* at the *cheese* in the trap.
- 3. *I have not seen her* for *many* days.
- 4. The girl wore *her new blue dress* to the *party*.

VII. Each of the following sentences contains several nouns. These nouns are either singular or plural in number. Copy each noun in the proper column below.

- 1. There are many towns in this county.
- 2. Mr. Whiteford belongs to two men's clubs.
- 3. How many yards can Jack run in ten seconds?

SINGULAR NOUNS

PLURAL NOUNS

ITALICIZED WORD	PART OF SPEECH
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	
6. _____	
7. _____	
8. _____	
9. _____	
10. _____	
11. _____	
12. _____	
13. _____	
14. _____	
15. _____	

MASTERY GRAMMAR GUIDES

TEST ON UNIT I

Form C

I. You will find below five groups of words that are written without any marks of punctuation at the close. Some are sentences; some are not. Place a check (✓) before the ones that are sentences.

- () 1. Our rosebushes are in full bloom now
- () 2. Several of my friends going down the street
- () 3. The picture I saw last week
- () 4. Where did you find such a perfect rose
- () 5. After the concert which I heard

II. Below are four kinds of sentences: *declarative, interrogative, imperative, exclamatory*. After each sentence write the word that shows the kind of sentence it is.

1. May I borrow your pencil?_____
2. Mail this letter for me, please. _____
3. How very warm it is!_____
4. Shall you see Helen after school?_____
5. That doorbell has a harsh sound. _____

III. The following sentences are written without capital letters, apostrophes, or marks of punctuation at the close. Copy them correctly in the space below.

1. have you seen jacks new spitz dog
2. what a beautiful gown she is wearing
3. the womens clubhouse is to be dedicated soon
4. sams small sister had hidden all of the boys caps
5. can you deliver a message for me

CORRECTED SENTENCES

1. _____
2. _____
3. _____
4. _____
5. _____

IV. Every sentence contains a simple subject and a simple predicate. Copy the simple subject and the simple predicate from each of the following sentences in the proper columns below.

1. Can you work that puzzle in three minutes?
2. My aunt Sarah is a very interesting woman.
3. This lesson I have been studying for an hour.
4. Up the pillars of the porch climbed the frightened kitten.
5. The paste in this tube is dry.
6. Do not run in the halls.

SUBJECT	PREDICATE
---------	-----------

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

V. Four of the sentences in Question IV contain complements. Two do not. The complements are of three kinds: *predicate nominative, direct object, and predicate adjective*. Find these complements. Write them in the proper column below. Opposite each complement write the words that show the kind of complement it is.

COMPLEMENT	KIND OF COMPLEMENT
------------	--------------------

1. _____
2. _____
3. _____
4. _____
5. _____

Name.....

Date.....

MASTERY GRAMMAR GUIDES

TEST ON UNIT I

Form C

VI. The following sentences contain fifteen italicized words. These words are nouns, pronouns, verbs, or adjectives. Copy the italicized word in the proper column below. Opposite each word write the part of speech it is.

- 1. Bert *is* a *manly* boy.
- 2. *Two small children* *were* sailing paper boats in the bath tub.
- 3. *Pass me your notebook*, please.
- 4. Many of *my* friends *live* in *this neighborhood*.

VII. Each of the following sentences contains several nouns. These nouns are either singular or plural in number. Copy each noun in the proper column below.

- 1. There are two boys and one girl in that family.
- 2. There was much snow on the mountains during the month of December.
- 3. That store sells men's ties.

SINGULAR NOUNS PLURAL NOUNS

ITALICIZED WORD	PART OF SPEECH
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	
6. _____	
7. _____	
8. _____	
9. _____	
10. _____	
11. _____	
12. _____	
13. _____	
14. _____	
15. _____	

Name.....

Date.....

MASTERY GRAMMAR GUIDES

TEST ON UNIT I

Form D

I. You will find below five groups of words that are written without any marks of punctuation at the close. Some are sentences; some are not. Place a check (✓) before the ones that are sentences.

- () 1. Hanging over a high bluff behind the house
- () 2. The oriole's nest was hidden from sight
- () 3. The pencil which I borrowed yesterday
- () 4. Have you finished your English lesson
- () 5. Before Jim had been away five minutes

II. Below are four kinds of sentences: *declarative*, *interrogative*, *imperative*, *exclamatory*. After each sentence write the word that shows the kind of sentence it is.

- 1. What a bright light that is!_____
- 2. Do you belong to the Boy Scouts, Jim?_____
- 3. Do not run across the street._____
- 4. Yesterday I saw a spotted fawn._____
- 5. Speak more distinctly, Helen._____

III. The following sentences are written without capital letters, apostrophes, or marks of punctuation at the close. Copy them correctly in the space below.

- 1. our town is proud of its new carnegie library
- 2. has helens mother returned from her trip abroad
- 3. childrens shoes of all sizes were scattered about the nursery
- 4. helen and mary like to play boys games
- 5. what a temper she has

- 1._____
- 2._____
- 3._____
- 4._____
- 5._____

IV. Every sentence contains a simple subject and a simple predicate. Copy the simple subject and the simple predicate from each sentence in the proper columns below.

- 1. This old-fashioned ring my grandmother gave me for a birthday present.
- 2. Trim the hedge at the back of the lawn, Fan.
- 3. My pen is a Waterman.
- 4. The clock on the mantel has not been wound this week.
- 5. This chocolate pudding is delicious.
- 6. Mother has been president of the club for two years.

SUBJECT

PREDICATE

- 1._____
- 2._____
- 3._____
- 4._____
- 5._____
- 6._____

V. Five of the sentences in Question IV contain complements. One does not. The complements are of three kinds: *predicate nominative*, *direct object*, and *predicate adjective*. Find these complements. Write them in the proper column below. Opposite each complement write the words that show the kind of complement it is.

COMPLEMENT

KIND OF COMPLEMENT

- 1._____
- 2._____
- 3._____
- 4._____
- 5._____

Name.....

Date.....

MASTERY GRAMMAR GUIDES

TEST ON UNIT I

Form D

VI. The following sentences contain fifteen italicized words. These words are nouns, pronouns, verbs, or adjectives. Copy the italicized word in the proper column below. Opposite each word write the part of speech it is.

- 1. *This apple is very juicy.*
- 2. *I cannot find my sweater.*
- 3. *Many days ago I saw a beautiful sunset.*
- 4. *Anna received a high grade on her history notebook.*

VII. Each of the following sentences contains several nouns. These nouns are either singular or plural in number. Copy each noun in the proper column below.

- 1. He had planted grapes and strawberries on his acre of land.
- 2. How far can Henry throw a baseball?
- 3. Several delegations from men's clubs attended the convention.

SINGULAR NOUNS

PLURAL NOUNS

ITALICIZED WORD	PART OF SPEECH
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	
6. _____	
7. _____	
8. _____	
9. _____	
10. _____	
11. _____	
12. _____	
13. _____	
14. _____	
15. _____	

Name.....

Date.....

MASTERY GRAMMAR GUIDES

TEST ON UNIT I

Form E

I. You will find below five groups of words that are written without any marks of punctuation at the close. Some are sentences; some are not. Place a check (✓) before the ones that are sentences.

- () 1. My new notebook has a red cover
- () 2. Last night after I had finished wiping the dishes
- () 3. Didn't you hear the doorbell
- () 4. Running down the road at a rapid rate of speed
- () 5. When you see Jack Thompson

II. Below are four kinds of sentences: *declarative*, *interrogative*, *imperative*, *exclamatory*. After each sentence write the word that shows the kind of sentence it is.

- 1. Stand still a minute, please._____
- 2. This story tells of many strange adventures._____
- 3. How dark it is!_____
- 4. Do you know how to cook?_____
- 5. Did you read the notice on the bulletin board in the hall?_____

III. The following sentences are written without capital letters, apostrophes, or marks of punctuation at the close. Copy them correctly in the space below.

- 1. he can borrow jacks new baseball bat
 - 2. those are mens driving gloves
 - 3. what a trip this has been
 - 4. did you hear roscoes solo in the auditorium yesterday
 - 5. hang your hat in the closet
- 1. _____
 - 2. _____
 - 3. _____
 - 4. _____
 - 5. _____

IV. Every sentence contains a simple subject and a simple predicate. Copy the simple subject and the simple predicate of each sentence in the proper columns below.

- 1. Helen has been studying at the library every evening.
- 2. This cake I have cut into ten pieces.
- 3. Maxine has been my chum for two years.
- 4. Straighten the papers on your desk, Jerry.
- 5. That flypaper is unusually sticky.
- 6. Sam Smith has become the best athlete in school.

SUBJECT	PREDICATE
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____

V. Five of the sentences in Question IV contain complements. One does not. The complements are of three kinds: *predicate nominative*, *direct object*, and *predicate adjective*. Find these complements. Write them in the proper column below. Opposite each complement write the words that show the kind of complement it is.

COMPLEMENT	KIND OF COMPLEMENT
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

Name.....

Date.....

MASTERY GRAMMAR GUIDES

TEST ON UNIT I

Form E

VI. The following sentences contain fifteen italicized words. These words are nouns, pronouns, verbs, or adjectives. Copy the italicized word in the proper column below. Opposite each word write the part of speech it is.

- 1. There *were twenty* children at *Tom's party*.
- 2. *Most boys are* interested in *athletics*.
- 3. *She could have won that race* with *her new riding horse*.

VII. Each of the following sentences contains several nouns. These nouns are either singular or plural in number. Copy each noun in the proper column below.

- 1. My son's ambition is to be an engineer.
- 2. Many towns in that county were shaken by the earthquakes.
- 3. I own two dogs, two cats, and one canary.

SINGULAR NOUNS

PLURAL NOUNS

ITALICIZED WORD	PART OF SPEECH
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	
6. _____	
7. _____	
8. _____	
9. _____	
10. _____	
11. _____	
12. _____	
13. _____	
14. _____	
15. _____	

Name.....

Date.....

MASTERY GRAMMAR GUIDES

Unit 2, Lesson 1

Recognition of the Sentence

In our study of sentences we consider:

1. The kinds of sentences.
2. The parts of sentences.
3. Correct usage of words in sentences.
4. Punctuation of sentences.

But first you must make sure that you know what a sentence is. In the first lesson of Unit I you learned the definition of a sentence. We shall repeat it, so that you will be sure of it in your own mind.

A sentence is a group of words expressing a complete thought.

Look at this group of words:

Running down the hill at a rapid rate of speed.

It does not really tell you anything. But it is easy to add certain words that will make it a sentence, thus:

He was running down the hill at a rapid rate of speed.

You remember that each sentence should begin with a capital letter and have a proper end mark.

Below, you will find two short paragraphs that are not divided into sentences. Copy the paragraphs, dividing them into sentences by placing a capital letter at the beginning and the proper end mark at the close of each complete thought.

1. troop 14 of the Girl Scouts consists chiefly of junior-high-school girls it has now approximately forty members divided into groups of eight girls each group is called a patrol at the meetings the different patrols alternate in doing stunts for the entertainment of the other patrols the regular meetings are presided over by the captain and her assistant

REWRITTEN PARAGRAPH

2. the girls have many interesting outside activities they celebrated the second anniversary of their organization by an outing at the Girls' Camp in Griffith Park their chief interest recently has been the making of humorous scrapbooks for the World War Veterans at the Soldiers' Hospital these scrapbooks were sincerely appreciated because of their humor and personal touches

REWRITTEN PARAGRAPH

Name.....

Date.....

MASTERY GRAMMAR GUIDES

Unit 2, Lesson 2

The Compound Sentence

In your last lesson you learned that a sentence is a group of words expressing a complete thought. In this lesson we shall study a special kind of sentence called a **compound sentence**.

If you cut an apple into halves, each half is separate and distinct, but it takes both halves to make the complete apple.

So it is with some sentences. They contain two thoughts which seem separate and distinct, but which are so closely related that it takes both ideas to express the complete thought of the sentence. Such sentences are called **compound sentences**.

Example: *I went back home, but Margaret stayed at the beach.*

Each of the two thoughts in the sentence above *seems* separate and distinct, but both are so closely related that each of them is really only a part of the complete thought expressed by the sentence.

Too many short, choppy sentences destroy the smoothness of a composition. If you are careful to combine closely related ideas into compound sentences, you will find that your compositions are improved.

A **compound sentence** consists of two or more separate and distinct thoughts so closely related that they express one complete thought.

Below is a group of sentences. Some of the sentences are compound; others are not. Place a cross (x) before each of the compound sentences.

- | | |
|--|--|
| () 1. The days of the week were named after gods and goddesses; the following sentences explain the names to you. | () 8. Fenris bit off his hand, but the gods always honored Tyr. |
| () 2. The first day of the week, Sunday, was named after the god of the sun. | () 9. Wednesday was named after Woden, the king of the gods, and Thursday was named after Thor, the god of war. |
| () 3. Long ago men worshiped the sun; they called the day on which they worshiped the sun Sunday. | () 10. Thor was the strongest of all the gods; he was the god of thunder and lightning. |
| () 4. Monday is named after the goddess of the moon, Diana. | () 11. Thor had a great belt that doubled his strength and a huge hammer that made the thunder and lightning. |
| () 5. Diana was supposed to drive her chariot through the sky at night, and the children loved her dearly. | () 12. Friday, the sixth day of the week, was named after Freya, the wife of Woden; Freya was the most beautiful of all the goddesses. |
| () 6. The third day of the week, Tuesday, was named after Tyr, the god of war, who was very brave. | () 13. Saturday, the seventh day, was named after the Roman god, Saturn. |
| () 7. Tyr was the only god who would put his hand into the mouth of Fenris, the terrible wolf. | () 14. To pay tribute to Saturn, the Romans would have great feasting on this day; in modern times, also, Saturday has come to be a half-holiday. |

MASTERY GRAMMAR GUIDES

Unit 2, Lesson 3

The Compound Sentence

In your last lesson you learned what a compound sentence is. It is a good kind of sentence to use, but you have to be sure you connect the separate thoughts correctly.

The thoughts in a compound sentence may be connected in two ways:

- 1. By the semicolon (;).
Example: I like Bob; he is one of my best friends.
- 2. By a connecting word (or conjunction), such as *and, or, but*. You should always use a comma before such conjunctions.
Example: We saw you last night, but you did not see us.

In each of the following seven sentences, connect the thoughts by a semicolon to make a compound sentence. Look them over carefully, and be sure you put the semicolon in the right place.

- 1. Current magazines often contain valuable bits of wisdom some of the following sentences are examples of this.
- 2. There is nothing mysterious about using your brain it is easy you can do it.
- 3. Many persons are learning the foolishness of worry they no longer fight against the unavoidable.
- 4. A little fear speeds your running a little more freezes you cold.
- 5. Words are the most amazing and important tools ever invented learn to use them to better advantage.
- 6. Good will is an asset it helps us to live with others and with ourselves.
- 7. Let a man overcome anger by calmness let him overcome evil by good let him overcome the liar by truth.

In each of the following eight sentences, connect the separate thoughts by a conjunction to form a compound sentence. Below each sentence in this group is a space. Copy each sentence correctly in the space below it. Be sure to put a comma before the conjunctions that connect thoughts.

- 8. The following story is a myth it is very interesting.
- 9. The god, Partheon, had a marvelous robe every one admired it greatly.
- 10. It may have been made of a lovely fleecy material it may have been made of cobwebs.
- 11. Finally, Partheon's head was turned he became very proud and vain.
- 12. In fact, he boasted of a robe as fleecy and gentle as the goddess Zephyrus herself he regretted this later.
- 13. Zephyrus grew angry in her rage she tore Partheon's robe into thousands of pieces.
- 14. We call the light, fleecy objects in the sky clouds they are really pieces of Partheon's robe.
- 15. This is the last sentence I can now connect separate thoughts correctly without any difficulty.

MASTERY GRAMMAR GUIDES

Unit 2, Lesson 4

Punctuation of the Compound Sentence

In learning to connect the thoughts of a compound sentence correctly, there are three points which you should watch carefully.

1. Do not try to connect too many thoughts; if you do, you will make your sentences too long.

Complete thoughts may be *separated* to form separate sentences by placing a capital letter at the *beginning* and a proper end mark at the *close* of each thought.

2. Some persons make the mistake of connecting separate and distinct thoughts by a comma *only*. This is called the **comma blunder**. *Never* connect such thoughts by a comma only.

3. When you use the semicolon (;) to connect thoughts, be sure there is a separate and distinct thought before and after the semicolon.

Some of the thoughts in the compound sentences below are connected correctly. Others are connected by a comma. We know that where there is only a comma connecting the thoughts, the sentence is wrong.

Place a C (for "Correct") before the sentences that are correct. In the space at the right, copy the sentences that are wrong and connect the thoughts correctly.

CORRECTED SENTENCES

1. The post office was four miles from our home; there was no rural delivery.
2. It matters not what they are playing, it is enough to know that the music is beautiful.
3. People often fear sounds they do not understand, sometimes they fear those that they do understand.
4. A learned Dutchman has just published a book entitled *Tolerance*; it contains three hundred ninety-nine pages.
5. I was sure that a bush cracked, and I thought I heard a faint call.
6. Water slopped three inches deep in the bottom of his boat, he stopped to bail the water out, by and by he had to repeat this measure.
7. He noticed the blankets, which had been neatly folded, the coffee pot, and the skillet, and he wondered where the men had gone.
8. I was furious, I told him I was sure it was an old trick he had worked on other persons.
9. I shall probably be there when you arrive, if I am not, please wait for me.
10. She is very individual; you never can tell what she will do or think of next.
11. I was so sorry I could not come to your luncheon on Thursday, Mother had made a previous engagement with an old friend of hers.
12. I should like to subscribe to the *St. Nicholas Magazine* for a year, please send it beginning with the July number.

MASTERY GRAMMAR GUIDES

Unit 2, Lesson 5

The Simple Predicate

In Unit I you learned what a simple predicate is. The most important part of any sentence is the simple predicate or verb. It is the center or hub of the sentence.

In Daily Dozen 2 you are told exactly how to find the simple predicate in any sentence. This will recall to you what the steps are:

1. Find the action words.
2. Find the verbs listed in Daily Dozen 3 and 4.
3. *No other words* are in the simple predicate.

In this sentence, "The lesson should always be carefully read," "read" is the action word. "Should" and "be" are in Daily Dozen 3 and 4.

No other word in the sentence is an action word or in Daily Dozen 3 and 4.

Therefore, the simple predicate is "should be read."

All the words in the simple predicate are verbs.

Remember that a simple predicate may have from *one to four* verbs in it. But every word in the simple predicate must be either an action word or one of the verbs in Daily Dozen 3 and 4.

The predicate of each of the sentences given below contains from one to four verbs. Opposite each sentence write its predicate.

	PREDICATES
1. Have you ever heard the story of <i>The Bluebird</i> ?	1.
2. He must have been a fine pupil.	2.
3. That book I shall bring tomorrow.	3.
4. Shall you be here long?	4.
5. These flowers should have been put in water.	5.
6. Will you tell me your name?	6.
7. How long have your parents lived here?	7.
8. Outside the room could be heard many voices.	8.
9. On the table we could see the purse.	9.
10. Mary has known the girl for several years.	10.
11. Miss Keyes must have worked hard.	11.
12. Lay the books here.	12.
13. Do you know the name of that tall man?	13.
14. Could you bring a dozen sandwiches?	14.
15. They might have been here earlier.	15.
16. Arthur should have arrived an hour ago.	16.

MASTERY GRAMMAR GUIDES

Unit 2, Lesson 6

Diagramming the Simple Subject and the Simple Predicate

Next in importance to the simple predicate is the simple subject.

Two methods for finding the simple subject are given in Daily Dozen 1.

In Unit I you used the first method almost entirely because it is so simple for beginners:

1. You can often find the simple subject by finding the person or thing that does something.

In Unit II we use the second method, which is quoted below:

2. You can always find the subject by asking the question *who* or *what* before the verb.

Example: This *lesson* should have been studied last night.

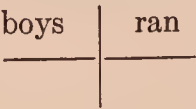
The verb is "should have been studied." Then we ask, "*What* should have been studied?" "*Lesson*" is the answer; so *lesson* is the subject.

Remember: The subject of an imperative sentence is always "you." Usually the "you" is understood.

In grammar we pay much attention to parts of the sentence and their relation to each other. A quick,

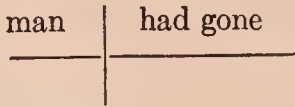
easy way to show this relationship is by diagramming. Therefore, we shall now start learning to diagram.

Example: 1. Down the street ran the boys.

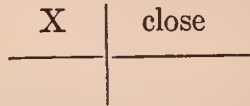


Notice that in the diagram the subject comes first; then comes the predicate. They are separated by a straight line that cuts through the horizontal line.

2. The man had gone to Pasadena.



3. Close the door.



The cross (x) stands for "you" understood.

Under each sentence given below is a space. Use these spaces to diagram the simple subject and the simple predicate of each sentence.

1. At the door stood a man in a black hat.

2. Have you ever spent your money foolishly?

3. There came to the house yesterday an agent from an insurance company.
(Note carefully in this sentence the person or thing that does something.)

4. At sight of Lottie, Winnie's Irish blue eyes beamed.
(What *beamed*?)

5. By the bedside of her child the mother was sitting in silence.
6. Put your papers in the cupboard at the close of the period.

7. At the end of the street stands a large apartment house.

8. These Christmas cards you should have mailed yesterday.

9. During the long night the lightning flashed at intervals.

10. Send your valuables by registered mail.

MASTERY GRAMMAR GUIDES

Unit 2, Lesson 7

The Complement

After finding the predicate and subject of a sentence, the next step is to look for the complement. Use Daily Dozen 5 for this.

Every sentence has a subject and a predicate, but not every sentence has a complement.

If a friend of yours should come in some morning and say, "Oh, he is," you would immediately say, "He is *what?*"

Then your friend might say, "He is our *president*." "President" completes the meaning of the verb and answers the question *what* after the verb; so it is the complement.

Complements do not answer the question *how*, *when*, *where*, or *why*. They answer the question *what*, *who*, or *whom*.

Examples: 1. The man spoke yesterday at the club.

"Yesterday" tells *when* he spoke. "At the club" tells *where* he spoke; so there is no complement.

2. That lecture we heard yesterday.

What did we hear? "Lecture," of course; so lecture is the complement. Sometimes the complement comes before the subject and predicate as it does in this sentence, but you can always find it by asking the question *what*, *who*, or *whom* after the subject and the predicate.

Some of the sentences given below have complements; others do not. Find the sentences that have complements. Underline each complement.

1. In a leisurely fashion Margaret was sipping her morning chocolate.
2. Once a week a speaker of great fame came to the club.
3. This dress you should have sent to the cleaner yesterday.
4. Has this boy been in the class long?
5. Is your father a doctor in Los Angeles?
6. Fill your pen from the inkwell.
7. At the foot of the hill stands a small cabin.
8. On the table lay many papers.
9. Soon your work will be finished.
10. This sentence you may have seen before.
11. Down the center of the bowling alley John rolled the ball.
12. The vines on the old wall were dry.
13. The old country doctor was a man of sterling character.
14. This pencil I must have brought from school.
15. Across the vacant lot came the sound of a woman's voice.
16. Has the postman brought the mail yet?
17. Where could that boy have gone this morning?
18. At the rear of the house was a lovely garden.
19. Your grandfather must have been a remarkable man.
20. How tall is your sister?

MASTERY GRAMMAR GUIDES

Unit 2, Lesson 8

Kinds of Complements

In Unit I you learned about three kinds of complements: predicate nominative, direct object, and predicate adjective.

1. A **predicate nominative** is a complement that explains the subject and means the same person, place, or thing as the subject.

Example: Bob is my *friend*.

2. A **direct object** is a complement that receives some action from the verb and is usually different from the subject.

Example: I received this *tie* for Christmas.

3. A **predicate adjective** is an adjective used as a complement which describes or limits the subject

Example: The book was *interesting*.

In the sentences given below, you will find three kinds of complements: predicate nominative, direct object, predicate adjective. Opposite each sentence, write the complement and the kind of complement it is. If the complement is a predicate nominative, write P.N. If it is a direct object, write D.O. If it is a predicate adjective, write P.A.

	COMPLEMENT	KIND OF COMPLEMENT
1. In the Arctic regions people often wear fur coats.	1.	
2. That poem was beautiful.	2.	
3. The iron must have been too hot.	3.	
4. Those pirates in the story were robbers.	4.	
5. The Senators of the United States are members of Congress.	5.	
6. The king of the country called the members of his court together.	6.	
7. Write your name plainly on all your papers.	7.	
8. Rover has been our favorite pet for many years.	8.	
9. Those pencils you should have sharpened before class.	9.	
10. A good record in school is a good recommendation for a position.	10.	
11. Howard must have been a beautiful baby.	11.	
12. These books I must take to the library tomorrow.	12.	
13. Is your new dress blue?	13.	
14. That must have been he.	14.	
15. Did you enjoy your trip to Mt. Lowe?	15.	

Name.....

Date.....

MASTERY GRAMMAR GUIDES

Unit 2, Lesson 9

Diagramming Complements

In diagramming the complement of a sentence, write the complement after the subject and predicate, on the same line. Between the predicate and the complement draw a line. The kind of line you draw shows the kind of complement.

1. If the complement is a direct object, the line is straight.

Example: I have seen that boy before.

I | have seen | boy

2. If the complement is a predicate nominative, the line slants *toward* the subject.

Example: Bob is my friend.

Bob | is \ friend

3. If the complement is a predicate adjective, the line slants *toward* the subject, just as it does for the predicate nominative.

Example: The day has been beautiful.

day | has been \ beautiful

Under each sentence given below is a space. Use these spaces to diagram the subject, predicate, and complement of each sentence.

Some sentences, you remember, do not have complements. When you come to such a sentence, diagram only the subject and predicate.

1. The story in the paper was false.

11. Walk quietly to your seat.

2. The unjust and cruel law was passed.

12. After several months we became very good friends.

3. Admission to the concert was free.

13. This lesson you should prepare carefully.

4. The bookkeeping students were accurate in their work.

14. Many students were on the honor roll.

5. A brave soldier of the regiment saved the life of the child.

15. The small building on the corner was built recently.

16. The candidate for governor sent out much literature during the campaign.

6. The large flag in the room was taken down at night.

17. Is J. H. Reeves governor of your state?

7. A careless piece of work lowers your grade.

18. I supported the losing candidate in the recent election.

8. The cowardly thieves shot the officer.

19. How many votes did your friend receive?

9. That rose is beautiful.

20. Next Sunday will be Mother's Day.

10. These books you must put in your locker.

Name.....

Date.....

MASTERY GRAMMAR GUIDES

Unit 2, Lesson 10

Adjectives

In Unit I you learned what an **adjective** is.

An adjective modifies a noun or pronoun and answers the question *which one*, *how many*, or *what kind*.

Example: Bob is *a tall, handsome* boy.

You remember that the words *a*, *an*, and *the* are always adjectives, although they are often called **articles**.

Words that are usually nouns are adjectives when they modify a noun or pronoun.

Examples: 1. We saw *a football* game.

2. Many persons carry *paper* money.

"Football" tells what kind of game it was; so it must be an adjective, although we usually think of it as a noun.

In the second example, "paper" tells what kind of money it is; so it must be an adjective.

Remember that the words *this*, *that*, *these*, and *those* are adjectives when they modify a noun or pronoun.

The words *my*, *our*, *your*, *his*, *her*, *its*, and *their* modify nouns just as adjectives do. However, they are usually called **possessive pronouns** because they stand for nouns.

All the sentences below contain adjectives. Find the adjectives and write them in the space at the right. Opposite each adjective write the noun or pronoun that it modifies.

ADJECTIVE

WORD ADJECTIVE MODIFIES

1. Her twin sister arrived on the afternoon train.
2. Those are my yellow pencils.
3. Those pencils are yellow.
4. My mother makes delicious currant jelly.
5. Our snow man is melting rapidly in this warm sun.
6. This gay color is attractive on some hats.
7. Twelve carpenters are working on that brick house.
8. The day of the football game was dark and dreary.
9. Those two English boys are good friends.
10. That expensive material shrank two inches when it was laundered.
11. We had a delightful time at Susan's birthday party.
12. California oranges are famous.

MASTERY GRAMMAR GUIDES

Unit 2, Lesson 11

Adverbs

In Unit II we are especially interested in *modifiers*. You have learned about adjectives that modify nouns or pronouns.

We shall now study the modifiers of verbs. They are called **adverbs**.

If we say, "The man walked," we do not know *how* he walked, *where* he walked, or anything about it. We only know he walked.

But if we say, "The man walked *rapidly*," we know *how* he walked.

If we say, "The man walked *rapidly yesterday*," we know both *how* and *when* he walked. The words "rapidly" and "yesterday" modify "walked" and are called **adverbs**.

If we say, "The man walked down the street," the

whole group of words, "down the street," tells where he walked. Neither "down" nor "street" tells *where* he walked. Therefore, neither word can be an adverb.

You will find the definition of an adverb in Daily Dozen 11:

An adverb usually modifies a verb, adjective, or other adverb and answers the question *how, when, where, or why*.

Even the words *how, when, where, and why* are adverbs. For the present we shall study only adverbs that modify verbs.

An important thing to remember about adverbs is this:

An adverb must answer the question *how, when, where, or why* by itself.

All the sentences below contain adverbs that modify verbs. Find the adverbs and write them in the space to the right. Opposite each adverb write the verb that it modifies.

	ADVERB	VERB MODIFIED
1. He talked quietly and earnestly.		
2. Slowly Jane walked down the hall.		
3. Raise the flag higher, Jim.		
4. Henry is sincerely trying to overcome his quick temper.		
5. When can you go, Helen?		
6. Sit straight, Bob.		
7. The roar of the thundering hoofs came nearer.		
8. The twilight deepened suddenly into night.		
9. Move over, Jack.		
10. The wind whistled shrilly through the tree tops.		
11. Suddenly the rain came down in torrents.		
12. Quickly he jerked away from his tormentor.		

MASTERY GRAMMAR GUIDES

Unit 2, Lesson 12

Prepositions

You have now studied five of the eight parts of speech: nouns, pronouns, verbs, adjectives, and adverbs.

In this lesson we shall study another part of speech, the **preposition**.

If we should say, "The man walked the house," it would not mean anything. We need some word to show the *relationship* of "house" to "walked."

We might put in any one of a number of words, and each word would change the meaning of the sentence.

- 1. The man walked *around* the house.
- 2. The man walked *through* the house.
- 3. The man walked *by* the house.

The words *around*, *through*, and *by* are called **prepositions**.

A preposition shows the relation of one word to another.

The following words are often used as prepositions:

about	concerning	on
above	down	over
across	during	since
among	for	through
around	from	to
at	in	toward
before	into	under
beside	like	up
beyond	near	upon
by	of	with

The sentences below are not complete. A preposition is needed in each space to show the relation of some word to another. A space has been left where the preposition belongs. In each space write a preposition that will show the necessary relationship.

Example: We went *to* the circus.

- 1. I walked a fire station yesterday.
- 2. The girl the long curls is Helen.
- 3. The fat puppy the porch is hungry.
- 4. The teacher drew a line the board.
- 5. The hen ran the road.
- 6. Jack tossed an orange his little sister.
- 7. The boy the blue suit is Jack Smith.
- 8. It rained the night.
- 9. The train runs many tunnels.
- 10. Harry was president his class.

- 11. the day we have many callers.
- 12. The woman the desk bent her head diligently
..... her work.
- 13. Sit down Henry.
- 14. dinner we can study these sentences.
- 15. Have you talked to your mother the matter?
- 16. the top the wall climbed a big black cat.
- 17. I shall answer the door bell a second.
- 18. The bear walked the carefully hidden pit.
- 19. Helen looks her mother.
- 20. I set the basket the floor the door.

MASTERY GRAMMAR GUIDES

Unit 2, Lesson 13

The Object of the Preposition

In the preceding lesson you learned that a preposition shows relationship.

After every preposition you will find a noun or pronoun that answers the question *what* or *whom*. This noun or pronoun is called the **object of the preposition**. A word cannot be a preposition unless it has an object.

For example, in this phrase, "in the hall," "hall" answers the question, "In *what*?" so "hall" is the object of the preposition "in."

In this phrase, "around the house," "house" answers the question, "Around *what*?" so "house" is the object of the preposition.

The preposition always shows the relationship of its object to some other word in the sentence.

Some very common prepositions like *by*, *in*, *about*, and *over* are sometimes used as adverbs. In this sentence, for instance, "Come *by* for me this evening," the word "by" by itself tells *where*. It does not have an object; no word answers the question *what* after "by." Therefore, it is an adverb.

But in this sentence, "Come by the house this evening," the *group* of words, "by the house," tells *where*. "House" answers the question *what* after the word "by." Therefore, "by" is a preposition, and "house" is the object of the preposition.

Most of the following sentences contain prepositions; a few do not. Find the sentences that contain prepositions. Place a figure 1 over each preposition. Place a figure 2 over the object of each preposition. (Do not do anything with the sentences that contain no prepositions.)

1 2

Example: Down the street came the band.

1. The dog ran after the big stick.
2. The girl in the last row is my cousin.
3. The bird with the broken wing hopped around the room.
4. Come in, Mrs. Packard.
5. The lock on the east window is broken.
6. During the night the snow fell on the mountains.
7. The birds sang in the tree tops.
8. Beyond lie fields of poppies.
9. Down the hall came Jack.
10. No one noticed the mouse in the trap.
11. The tank is running over.
12. The handle of that big kettle is hot.
13. In the crib lay a cunning baby.
14. This row of geraniums should be trimmed in the morning.
15. The parade has just gone by.
16. Did you place the cover over the typewriter?
17. Won't you come over more often?
18. Toward evening the bank of smoke rolled away.
19. A mocking bird on a near-by branch sang throughout the entire ceremony.
20. Helen is coming by for me this evening.
21. I like the sound of the motor.
22. Malcolm sits across the aisle from Henry in their home-room period.
23. At the sound of the bell we shall be dismissed.
24. Near the school were many attractive little homes.
25. We found the thread under the table.

MASTERY GRAMMAR GUIDES

Unit 2, Lesson 14

Prepositional Phrases

In the sentence, "The *blue-eyed* girl is pretty," the word "blue-eyed" is an adjective telling *which* girl is pretty.

But if we say, "The girl *with blue eyes* is pretty," the *group* of words, "with blue eyes," tells which girl is pretty. The whole *group* of words is used like an adjective. The first word of the group is a preposition. Such a group of words is called a **prepositional phrase**.

A **prepositional phrase** is a group of words, without a subject and predicate, used like one part of speech. The first word in a prepositional phrase is always a preposition.

Example: The boys ran *around the house*.

In this sentence the group of words, "around the house," tells *where* the boys ran, and so is used like an adverb.

Prepositional phrases are usually used like adjectives or adverbs.

In the examples given below, you will notice that each phrase is used like an adjective because it tells *which one* or *what kind* about some noun.

Examples: 1. The man *in the brown suit* is his father.
2. I know that girl *with the long curls*.

In the following examples, you will notice that each phrase is used like an adverb because it tells *how*, *when*, *where*, or *why* some action is done.

1. He swam *across the pool* easily.
2. *With great ease* he swam *across the pool*.
3. *During our gymnasium period* we play *for exercise*.

Some of the sentences below contain prepositional phrases; some do not. Find the sentences that contain phrases. Draw a wavy line under each phrase.

Example: It snowed during the night.

1. The thimble on the table is Helen's.
2. The puppy fell over the rope.
3. A hop vine grew around the door.
4. The boy with the pleasant manners is well liked.
5. The papers blew across the road.
6. Some birds live under the eaves.
7. The woman in the doorway is my aunt.
8. The color of that dress is striking.
9. Bob fell over the last hurdle.
10. The clouds on the horizon are pink.
11. The night was dark and very cold.
12. The rug before the fireplace was a Christmas present.
13. The boy with Jack has many friends.
14. The handle of the old pitcher was broken.
15. Where are you going then?
16. Over the chair leaped the excited dog.
17. Under the table was a basket filled with papers.
18. The table itself was piled high with books.
19. Did you look in the closet for your cap?
20. Did they come across in their boat?
21. These papers I always keep in a folder.
22. The old Indian chief turned toward the rising sun.
23. Pocahontas is the name of a famous Indian princess.
24. Have you ever visited the homes of the ancient cliff dwellers?
25. Since lunch I have answered the telephone many times.

MASTERY GRAMMAR GUIDES

Unit 2, Lesson 15

Kinds of Phrases

A prepositional phrase is a group of words, without a subject and predicate, used like one part of speech.

Prepositional phrases are used like adjectives or adverbs. There are two kinds of prepositional phrases: adjective and adverbial.

An adjective phrase is a prepositional phrase used like an adjective. (Daily Dozen 10.)

In other words, an adjective phrase modifies a noun or pronoun by telling *which one*, *how many*, or *what kind*.

Example: The cover of *the magazine* was red.

An adverbial phrase is a prepositional phrase used like an adverb.

In other words, an adverbial phrase usually modifies a verb by telling *how*, *when*, *where*, or *why*.

Example: Take the glass *to the kitchen*.

Whether a phrase is an adjective or adverbial phrase depends upon *the part of speech the phrase modifies*.

If the phrase modifies a noun or pronoun, it is an adjective phrase.

If the phrase modifies a verb, it is an adverbial phrase.

For this reason it is always necessary to know the word that each phrase modifies.

Remember that a phrase cannot modify a noun or pronoun unless it answers the question *which one*, *how many*, or *what kind* about the noun or pronoun.

Remember that a phrase which modifies a verb usually tells *how*, *when*, *where*, or *why* an action is done.

In the sentences given below, you will find both adjective and adverbial phrases. In the first ten sentences look for the adjective phrases. Draw a wavy line under each adjective phrase. Check (✓) the noun or pronoun the phrase modifies.

In the next ten sentences, beginning with Sentence 11, look for the adverbial phrases. Draw a wavy line under each adverbial phrase. Check the verb each phrase modifies.

ADJECTIVE PHRASES

Example: The picture [✓] above the fireplace was lovely.

1. The old bells in the tower have a sweet tone.
2. People of several nationalities had gathered around the earnest speaker.
3. In the yard there were beautiful flowers of many kinds.
4. The handle of the axe had been broken for several days.
5. She had purchased a lovely coat with a big fur collar.
6. The children in the nursery are playing a new game.
7. Have you seen any suits of that new material?
8. Dresses with long sleeves have been popular for several years.
9. In Florida you can see trees with foliage during the entire year.
10. The entrance to the city was well guarded.

ADVERBIAL PHRASES

Example: Around the corner came the boy.

11. That child is running across the busy street.
12. The sun, a big ball of fire, rises in the ocean.
13. Put this vase of poppies in the window.
14. On the wall not a single picture had been hung.
15. Up the trail came the troop of excited boys.
16. Lay the baby in her crib.
17. On the corner two motorists were excitedly arguing.
18. The lost book was lying under the pillows of the davenport.
19. Along the back fence the old-fashioned hollyhocks are blooming.
20. The ground under the big oak tree was covered with acorns.

MASTERY GRAMMAR GUIDES

Unit 2, Lesson 16

Modifiers of the Subject

In the following Key to the Daily Dozen you will find listed the steps necessary in diagramming or analyzing a sentence. In the parentheses at the right you will find the numbers of the parts of the Daily Dozen that will help you in each step. The first four steps you have already mastered:

1. Find the simple subject. (1)
2. Find the simple predicate. (2, 3, 4)
3. Find the complement. (5)
4. Determine the kind of complement. (6, 7, 8)

We shall now study the fifth step:

5. Find the **modifiers of the subject**. (9, 10)

The subject of a sentence is usually a noun or pronoun. Adjectives modify nouns and pronouns. Therefore, **the modifiers of the subject will be adjectives or adjective phrases.**

To find the modifiers of the subject, always ask the questions that adjectives answer: *which one, how many, what kind.*

Example: *The big stove in the kitchen* throws out a great deal of heat.

In this sentence, we ask first, "*Which stove?*"

The *group* of words, "*in the kitchen,*" answers the question; so it is an adjective phrase modifying the subject, "*stove.*"

Then we ask, "*How many stoves?*" There is, of course, no answer to this question.

Next we ask, "*What kind of stove?*" The answer is the word "*big*"; so it is an adjective modifying "*stove.*"

"*The*" is always an adjective, and in this sentence modifies the subject, "*stove.*"

The subject of every sentence given below has certain modifiers. Some of the subjects are modified by adjectives only. Others are modified by both adjectives and adjective phrases. Opposite each sentence write the subject of the sentence and the modifiers of this subject.

	SUBJECT	MODIFIERS OF THE SUBJECT
1. The beautiful house on the hill has just been sold.	1.	
2. That thoughtful boy gave his place in line to an old man.	2.	
3. The child in the last seat has a very musical voice.	3.	
4. The vines on the front porch are growing rapidly.	4.	
5. The woman in the car is my aunt.	5.	
6. The yellow canary was singing gayly.	6.	
7. The roof of the building was damaged by the fire.	7.	
8. Several small girls are making mud pies by the playhouse.	8.	
9. Near the rosebush two robins are looking for worms.	9.	
10. The clouds in the west are breaking away.	10.	
11. The farmers near Virgil raise much wheat.	11.	
12. The high mountains to the west are covered with snow.	12.	

Name.....

Date.....

MASTERY GRAMMAR GUIDES

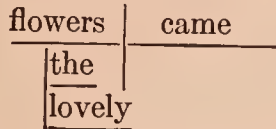
Unit 2, Lesson 17

Diagramming Modifiers of the Subject

You have learned to diagram the subject, predicate, and complement of a sentence.

The next step is to diagram the modifiers of the subject.

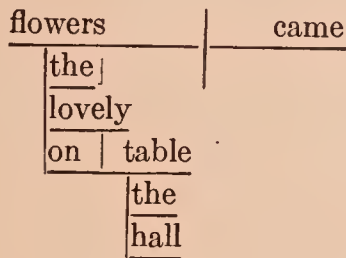
Example: *The lovely flowers came from our garden.*



The modifiers are placed under the word they modify and are connected with it.

If one of the modifiers is a phrase, the diagramming is simple, too.

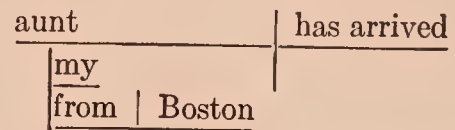
Example: *The lovely flowers on the hall table came from our garden.*



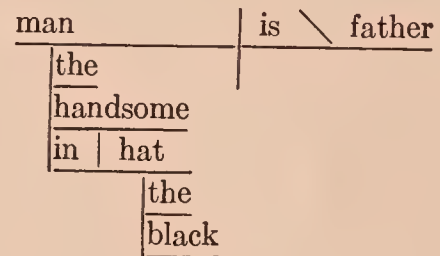
Like a modifier that consists of only a single word, the phrase is placed under the word it modifies and connected with it. A vertical line is placed between the preposition and its object.

Each adjective must have a line *by itself*; so the adjectives "the" and "hall," modifying "table," are each placed on a separate line. Sometimes there are no adjectives that modify the object of the preposition.

Example: *My aunt from Boston has arrived.*



Example: *The handsome man in the black hat is Bob's father.*



In each sentence given below, the subject has modifiers. Sometimes the modifiers will be only adjectives. Sometimes they will be both adjectives and adjective phrases. Use the spaces provided on the next page to diagram the subject, predicate, complement, and modifiers of the subject in each sentence. (Do not do anything with the other words in the sentence.)

1. This book of short stories will entertain any reader of your age.
2. The tall boy in the black sweater ate the pie.
3. The noted pianist from New York plays beautifully.
4. The charming, black-eyed girl is Harry's sister.
5. The mother of the children makes their clothes.
6. A splendid cleanser for the skin has been advertised by Fisher's recently.
7. That long, lithe, gray automobile is a beautiful car.
8. The man in the moon smiles serenely.
9. Your blue dress with the lace collar should be mended.
10. The picture in the ivory frame was a Christmas gift.

Name.....

Date.....

MASTERY GRAMMAR GUIDES

Unit 2, Lesson 17

(Continued)

1.

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MASTERY GRAMMAR GUIDES

Unit 2, Lesson 18

Modifiers of the Complement

In the Key to the Daily Dozen you will find that the sixth step in diagramming or analyzing a sentence is this:

- 6. Find the **modifiers of the complement**.
 - (a) If the complement is a noun or pronoun. (9, 10)
 - (b) If the complement is an adjective. (11, 12)

In this lesson we shall study only the modifiers of the complement when the complement is a noun or pronoun.

You remember that adjectives modify nouns or pronouns. Therefore, **the modifiers of the complement, when it is a noun or pronoun, will be adjectives or adjective phrases.**

Example: We have seen *that new house with the queer roof*.

To find the modifiers of the complement, we ask the questions that adjectives answer: *which one, how many, what kind*, just as we did to find the modifiers of the subject.

Example: Mother likes *this beautiful shawl with the heavy fringe*.

In this sentence, "this" tells *which* shawl; so it is a modifier of the complement.

The adjective "beautiful" and the adjective phrase, "with the heavy fringe," both tell *what kind* of shawl it is; so they, too, are modifiers of the complement.

Each of the sentences below contains a complement. Some of the complements are modified by adjectives only. Others are modified by both adjectives and adjective phrases. Opposite each sentence write its complement and the modifiers of this complement.

	COMPLEMENT	MODIFIERS OF THE COMPLEMENT
1. The kitten caught the ball of yarn in its teeth.	1.	
2. Tomorrow will be the twelfth day of the month.	2.	
3. Mr. Harris has become a man of means.	3.	
4. This beautiful brooch my uncle brought from France.	4.	
5. Did you see the flash of lightning?	5.	
6. This spinnet desk Mother bought at Barker Brothers'.	6.	
7. Can you hear the buzz of the motor?	7.	
8. The breeze carried the fragrance of the beautiful roses through the room.	8.	
9. Never before had Helen witnessed a more beautiful ceremony.	9.	
10. The kite without a string Bobby left in the street.	10.	

Name.....

Date.....

MASTERY GRAMMAR GUIDES

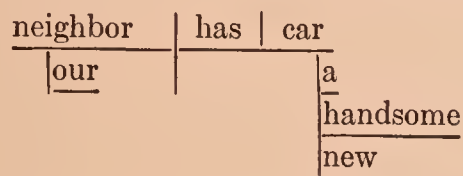
Unit 2, Lesson 19

Diagramming Modifiers of the Complement

You have learned to diagram the subject, predicate, and complement of a sentence, and the modifiers of the subject.

The next step is to diagram the modifiers of the complement.

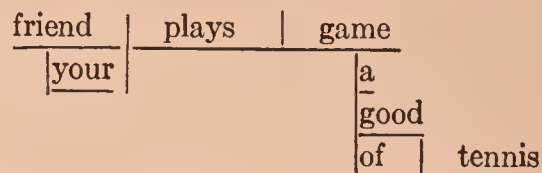
Example: Our neighbor has a handsome new car.



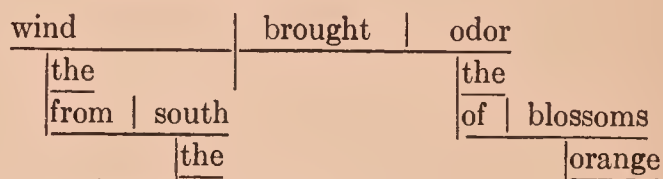
The modifiers of the complement are diagrammed, as you see, just like the modifiers of the subject. Each modifier is placed under the word it modifies and attached to it.

If one of the modifiers is a phrase, it is diagrammed like the phrases that modify the subject.

Example: Your friend plays a good game of tennis.



Example: The wind from the south brought the odor of orange blossoms.



All the sentences given below contain complements. Each of the complements has certain modifiers. Use the spaces provided on the next page to diagram the subject, predicate, complement, modifiers of the complement, and modifiers of the subject of each sentence.

1. Mary wants a black velvet dress with long sleeves.

6. I like the color of your dress.

2. My friend in Panama sent many beautiful gifts of Mexican design.

7. Near the chimney the children hung the stockings for Santa Claus.

3. Alaska has a cold, invigorating climate.

8. Across the stream we could see a live oak with huge branches.

4. A lovely, appetizing salad she placed by the side of each plate.

9. Phyllis has always been my best friend.

5. The lecturer from Australia told many interesting experiences.

10. Where did you get that beautiful scarf?

Name.....

Date.....

MASTERY GRAMMAR GUIDES

Unit 2, Lesson 19

(Continued)

1.

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Name.....

Date.....

MASTERY GRAMMAR GUIDES

Unit 2, Lesson 20

Diagramming Modifiers of the Predicate

The seventh and last step in diagramming or analyzing a sentence is this:

7. Find the **modifiers of the predicate**. (11, 12)

The simple predicate of a sentence is always a verb. Adverbs modify verbs. Therefore, **the modifiers of the predicate will be adverbs or adverbial phrases**.

To find the modifiers of the predicate, always ask the questions that adverbs answer: *how, when, where, or why*.

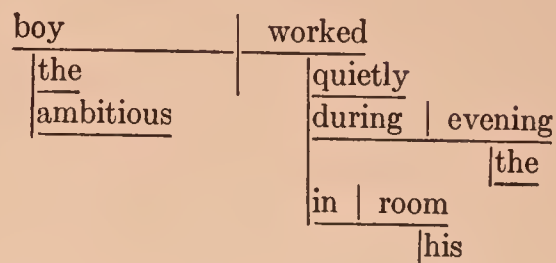
Example: *Yesterday* the chauffeur drove the car *to the side entrance*.

In this example "yesterday" shows *when* the chauffeur drove the car, and so must be a modifier of the predicate.

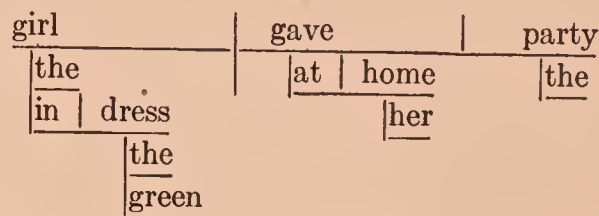
The phrase, "to the side entrance," shows *where* he drove the car; so this too must be a modifier of the predicate.

Modifiers of the predicate are diagrammed just like modifiers of the subject and the complement, except that they are attached to the predicate.

Example: During the evening the ambitious boy worked quietly in his room.



Example: The girl in the green dress gave the party at her home.



Use the spaces provided on the next page to diagram each sentence given below.

You should now find a place in your diagram for *every* word in the sentence. Remember that every sentence does not have a complement.

1. The boy in the uniform saluted the officer respectfully.

6. At the desk stands a woman in a brown sweater.

2. The pupil in the front seat gave the best answer yesterday.

7. Those sentences you should have diagrammed before.

3. Janet is the girl in the front seat.

8. Above his head hung the picture of his mother.

4. Two books were lying on the table.

9. The boy is throwing the ball now.

5. The man with the black hat went to San Diego today.

10. Did you see the little mouse in the trap?

Name.....

Date.....

MASTERY GRAMMAR GUIDES

Unit 2, Lesson 20

(Continued)

1.

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10.

Date

Unit 2, Lesson 21

You have now studied six parts of speech: nouns, pronouns, verbs, adjectives, adverbs, and prepositions.

After you have diagrammed a sentence, you can tell at a glance the part of speech of any word. The reason for this is that the diagram shows what each word does in the sentence.

n.	v.	v.	n.
man	is	sweeping	floor
adj.	adv.		adj.
the	quietly		the
adj.			
young			
prep.	n.		
with	broom		
	adj.		
	the		

The words in the predicate are *verbs*.

The words that modify the verbs are *adverbs*.

Your diagram tells the whole story.

pro.	v.	v.	n.
she	had	hung	keys
	adv.		adj.
	often		the
	prep.	n.	
	after	school	
	prep.	n.	
	in	office	
		adj.	
		the	

After you have finished diagramming a sentence, write above each word in the diagram the abbreviation for the part of speech it is.

6. They send a handsome gift to each clerk annually.

7. Before us marched the two mischievous children.

8. Down the steps tripped the little girl in the blue dress.

9. The hat on the desk must be taken to the closet immediately.

10. No nest could I find during my long search.

Name.....

Date.....

MASTERY GRAMMAR GUIDES

Unit 2, Lesson 21

(Continued)

1.

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2.)

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MASTERY GRAMMAR GUIDES

Unit 2, Lesson 22

The Adverb (Advanced Lesson)

You have studied adverbs that modify verbs. In this lesson we shall study **adverbs that modify adjectives or other adverbs**.

If we say, "Anna walks gracefully," "gracefully" is an adverb modifying the verb "walks" by telling *how* Anna walks.

But some one might ask, "*How* gracefully does Anna walk?"

If we answer, "Anna walks *very* gracefully," "very" is an adverb modifying another adverb by telling *how* gracefully she walks.

You will notice in the examples given below that the adverbs that modify adjectives or adverbs do so by answering the question *how*.

- Examples: 1. The day is *too* hot.
2. The man ran *very* fast.
3. This lesson is *unusually* short.

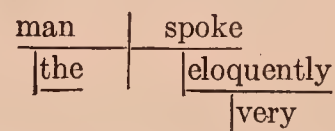
Remember that some words that you usually think of as prepositions are sometimes used as adverbs.

- Examples: 1. *Beyond* lies the cabin.
2. Come *in*, Bob.

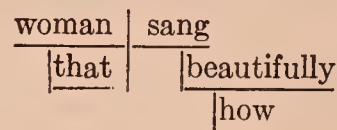
Remember that the words *how*, *when*, *where*, and *why* are adverbs.

Adverbs that modify an adjective or another adverb are diagrammed as in the examples below:

- Examples: 1. The man spoke very eloquently.



2. How beautifully that woman sang!



Each of the sentences given below contains one or more adverbs. Some of the adverbs modify verbs. Some modify adjectives or other adverbs. Opposite each sentence write the adverbs in the sentence.

- | | |
|---|-----|
| 1. The stars are shining very brightly. | 1. |
| 2. The kitten slowly blinked its eyes. | 2. |
| 3. Where have you been living? | 3. |
| 4. Jack can concentrate unusually well. | 4. |
| 5. This room seems too warm. | 5. |
| 6. Helen seems rather tall for her age. | 6. |
| 7. The puppy rolled over playfully. | 7. |
| 8. He wagged his tail in a very friendly manner. | 8. |
| 9. Beyond the house the garden could be plainly seen. | 9. |
| 10. Beyond lay the snow-capped mountains. | 10. |
| 11. Around and around ran the kitten. | 11. |
| 12. The children gathered very quickly around their mother. | 12. |

MASTERY GRAMMAR GUIDES

Unit 2, Lesson 23

Special Study of the Preposition "Of"

There is one word in the English language that you need to beware of. This word is the preposition *of*.

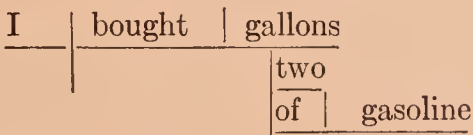
If a word is the object of a preposition, it cannot at the same time be used as the subject or complement.

When the preposition *of* appears in a sentence, this sometimes leads to a situation that seems a little unusual at first, but you will soon understand it.

Example: I bought two gallons of gasoline.

At first glance, you would say "gasoline" was the complement of this sentence. But "gasoline" is, in reality, the object of the preposition *of*; therefore, it cannot be the complement. "Gallons" is the name of the amount I bought; so "gallons" is the real complement.

We diagram the sentence in this way:

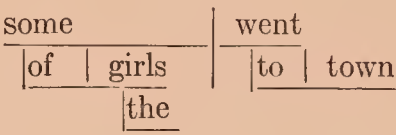


"Gallons" is, of course, a noun, because it is the name of an amount.

In the sentence, "Some of the girls went to town," we ask the question, "*Who* or *what* went to town?" Our first thought is "girls." But "girls" is the object of the preposition *of*; therefore, it cannot be the subject.

The pronoun "some" stands for "girls"; so "some" is the subject. "*Of* the girls" is an adjective phrase modifying "some."

The sentence is diagrammed in this way:



Whenever you see the preposition *of*, you want to "stop, look, and think!" It may be used in just an ordinary way, but again, it may mean that the subject or complement is not what you first think it is.

Remember that the object of a preposition can never be the subject or complement of a sentence.

Beware of the preposition *of*.

Use the spaces provided on the next page to diagram each sentence below. You will need to watch carefully for the preposition *of*.

1. A barrel of vinegar Mr. Jones sent to the merchant.
2. Some of the boys went to Bimini yesterday.
3. I sent the pen to Alvin.
4. Yesterday at Robinson's I bought three yards of ribbon.
5. I see a piece of chalk on the desk.
6. The teacher in the front row lost her bunch of keys.
7. She sent the boy after his notebook.
8. Into the room came the principal.
9. Some of the boys bought two pairs of skates.
10. We bought ten yards of material at Robinson's.

Name.....

Date.....

MASTERY GRAMMAR GUIDES

Unit 2, Lesson 23

(Continued)

1.

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2.

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10.

Name

Date

MASTERY GRAMMAR GUIDES

Unit 2, Lesson 24

General Study of Phrases

If you thoroughly understand phrases and their uses in a sentence, you should be able to arrange the phrases from a sentence in a column and to tell the word each phrase modifies and the kind of phrase it is.

When you have diagrammed a sentence, this is very simple. Take, for instance, this sentence, "A group of people gathered at the corner."

group	gathered
a	at corner
of people	the

"Of people" is the first phrase. It modifies "group." Since "group" is a noun, the phrase is an adjective phrase.

"At the corner" is another phrase. It modifies "gathered." Since "gathered" is a verb, the phrase is an adverbial phrase.

We may state these facts in this way:

PREP. PHRASE	WORD PHRASE MODIFIES	KIND OF PHRASE
of people at the corner	group gathered	adjective adverbial

All the sentences below contain prepositional phrases. Some are adjective; some are adverbial. Select the phrases and copy them in the space provided at the right.

Opposite each phrase, in the proper columns, write the word the phrase modifies and the kind it is.

(If you are in doubt about the phrases in any sentence, diagram the sentence first on a piece of scratch paper. Then you can tell at a glance what each phrase modifies.)

PREPOSITIONAL PHRASE	WORD PHRASE MODIFIES	KIND OF PHRASE
-------------------------	-------------------------	-------------------

1. I know an interesting story about the picture.

2. Two of the girls will spend the night at our house.

3. A few of these pictures I have seen before.

4. Take the book to your teacher.

5. On the board I see four lists of words.

6. With the wind came the hail.

7. Several of the plants were nipped by the frost.

8. Many of the papers we put in the cupboard.

9. Across the street stood an old man in a gray suit.

10. For several summers a pair of kingbirds had reared a brood of young in an apple tree.

Name.....

Date.....

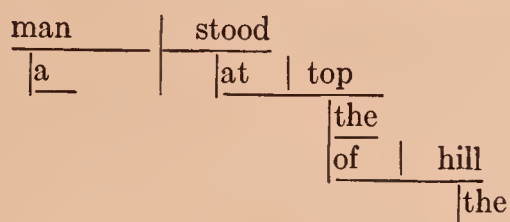
MASTERY GRAMMAR GUIDES

Unit 2, Lesson 25

Prepositional Phrases Modifying the Object of Another Preposition

In this lesson we shall study **phrases that modify the object of another preposition**.

Example: At the top *of the hill* stood a man.



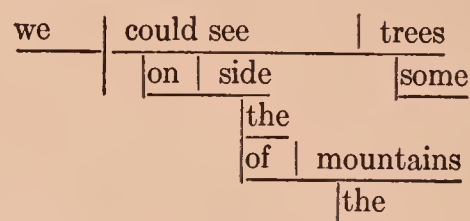
"At the top" is an adverbial phrase modifying "stood."

The phrase, "of the hill," modifies the noun "top"¹ by telling which particular top is meant. The man might have stood "at the top of the stairs" or "at the top of the tower," but the phrase, "of the hill," makes clear just *which* top it was.

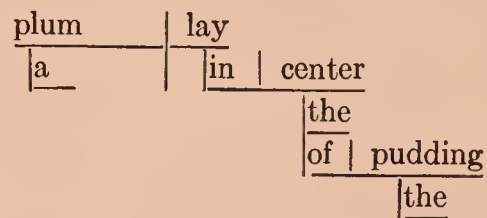
¹Top is a noun because it is the name of a *place*. Bottom, center, side, end, and similar words are also nouns.

Many of the phrases that modify the object of another preposition begin with the preposition *of*. You will notice that this is true in the following examples:

Examples: 1. On the side *of the mountains* we could see some trees.



2. In the center *of the pudding* lay a plum.



Many of the sentences given below contain phrases that modify the object of another preposition. Look the sentences over carefully, and place a check before each sentence which contains a phrase that modifies the object of another preposition.

Use the spaces provided on the next page to diagram the sentences. Pay especial attention to the sentences which contain phrases that modify the object of another preposition.

1. A chair stood beside the desk of the teacher.

6. He roused his steed from his comfortable quarters.

2. By the bedside of the child sat the father.

7. At the top of the stairs stood a vision of loveliness.

3. The old farmers gathered their corn in their wagons.

8. Suddenly he heard the groans of a wounded man.

4. Some of the girls entered the room quietly.

9. The view from the top of the mountain was magnificent.

5. The president of the company had once been a newsboy.

10. At the end of the trail stands a very comfortable cabin.

Name.....

Date.....

MASTERY GRAMMAR GUIDES

Unit 2, Lesson 25

(Continued)

1.

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MASTERY GRAMMAR GUIDES

Unit 2, Lesson 26

General Study of Phrases

This is another lesson in arranging in columns the phrases from a sentence and the words these phrases modify, and in indicating the kind of phrase each is.

In order to do this correctly, you should always think of the various parts of the sentence and their relation to one another.

Find first the subject, predicate, and complement. Then find the modifiers of the subject, the complement, and the predicate. In this way you will always find the correct word that the phrase modifies.

If you find a sentence that you are not able to work out in your mind, take a piece of paper and diagram it.

The sentences below contain adjective and adverbial phrases. Select the phrases and copy them in the space provided at the right. Opposite each phrase, in the proper column, write the word the phrase modifies and the kind of phrase it is.

	PHRASE	WORD PHRASE MODIFIES	KIND OF PHRASE
1. They had now reached the end of the trail.			
2. At the top of that pile of books lies <i>David Copperfield</i> .			
3. I do not remember the name of that boy from San Francisco.			
4. In the center of the road stood an enormous tulip tree.			
5. This tree towered like a giant above all the other trees of the neighborhood.			
6. Some of our best friends live at the top of the hill.			
7. An opening in the trees now cheered him with new hope.			
8. The wavering reflection of a silver star in the bosom of the brook was a beautiful sight.			
9. Ichabod did not make his appearance at breakfast.			
10. A sparrow with a peculiar song I have often heard in our locality.			

MASTERY GRAMMAR GUIDES

Unit 2, Lesson 27

Parts of Speech (Concluded)

You have studied six of the eight parts of speech: noun, pronoun, verb, adjective, adverb, and preposition.

The last two are not difficult: **conjunction** and **interjection**.

The **conjunction** is a connecting word. Later, you will learn about various kinds of conjunctions, but for the present we shall study only the simple ones like *and*, *or*, and *but*. Then there are some conjunctions like

either — *or*, *neither* — *nor*, that are used in pairs, which you should be able to recognize.

Examples: 1. *Neither* Harry *nor* Bob is in this class.
2. *Either* Harry *or* Bob is going to the store.

An **interjection** is any word other than a noun that expresses sudden or strong feeling.

Examples: 1. *Oh!* I am so glad.
2. *Good!* I want to start right now.

The following sentences contain italicized words. Copy these words in the proper space. Opposite each word write an abbreviation for the part of speech it is.

		ITALICIZED WORD	PART OF SPEECH	ITALICIZED WORD	PART OF SPEECH
1.	The <i>teacher</i> <i>hurriedly</i> prepared a new chart for the lessons.	11.		26.	
2.	<i>Between</i> Bob and <i>me</i> sat General Price, the <i>distinguished</i> guest of the evening.	12.		27.	
3.	<i>Have you ever been</i> in San Diego <i>or</i> Los Angeles?	13.		28.	
4.	<i>Some of these</i> books <i>we must store</i> in the garage.	14.		29.	
5.	<i>When does your</i> train <i>for</i> Chicago leave?	15.		30.	
6.	<i>Oh!</i> You must come <i>by</i> this evening.	16.		31.	
7.	<i>This stone</i> wall was built <i>recently</i> by <i>skillful</i> workmen.	17.		32.	
8.	<i>Our walk</i> to the village was <i>most delightful</i> .	18.		33.	
9.	The <i>iron</i> gates of the castle swung <i>slowly together</i> .	19.		34.	
		20.		35.	
		21.		36.	
		22.		37.	
		23.		38.	
		24.		39.	
		25.		40.	
ITALICIZED WORD	PART OF SPEECH	ITALICIZED WORD	PART OF SPEECH		
1.		6.			
2.		7.			
3.		8.			
4.		9.			
5.		10.			

MASTERY GRAMMAR GUIDES

Unit II

DAILY DRILL

Sentence Structure

1. A sentence is a group of words expressing a complete thought.

2. The compound sentence consists of two or more separate and distinct thoughts properly connected.

3. Two or more separate thoughts may be connected to form a compound sentence in either of these two ways:

(a) By the semicolon (;).

(b) By a connecting word or conjunction, such as *and, or, but*, preceded by the comma.

4. Two or more complete thoughts may be *separated* to form separate sentences by observing the regular punctuation for sentences. There should be a capital letter at the beginning of each sentence and the proper mark at the close.

The Daily Dozen and Its Key

The Daily Dozen is a brief study of twelve fundamental facts which deal with the parts of a sentence and their relation to one another.

The Key explains the use of the Daily Dozen in diagramming or analyzing a sentence.

1. In finding the *simple subject*, remember that

(a) You can often find the simple subject by finding the person or thing that does something.

(b) You can always find the subject by asking the question *who* or *what* before the verb.

2. The *simple predicate* often tells what the subject does. In finding the simple predicate, remember that

(a) Action words are in the predicate (except verbals).

(b) The verbs listed in Daily Dozen 3 and 4 are in the predicate.

(c) No other words are in the simple predicate.

3. The following words are verbs and, with two exceptions (to be, to have been), are always in the predicate:

am, be, been	is, are	was, were
--------------	---------	-----------

4. The following words are verbs and are often used in the predicate as helping verbs:

could	may	has	shall	do
would	can	have	will	does
should	might	had		did
	must			done

5. The third part of the sentence that we study is the *complement*. (Not all sentences have complements.)

A complement completes the meaning of the verb and answers the question *what, who*, or *whom* after the verb.

There are three kinds of complements: *predicate nominative, direct object, predicate adjective*.

6. A *predicate nominative* is a complement that explains the subject and means the same person, place, or thing as the subject.

7. A *direct object* is a complement that receives some action from the verb and is usually different from the subject.

8. A *predicate adjective* is an adjective that is used as a complement and modifies the subject.

9. An adjective modifies a noun or pronoun and answers the question *which one, how many*, or *what kind*.

10. An adjective phrase is a prepositional phrase used like an adjective.

11. An adverb usually modifies a verb, adjective, or other adverb and answers the question *how, when, where*, or *why*.

12. An adverbial phrase is a prepositional phrase used like an adverb.

Key for the Use of the Daily Dozen

Step 1. Find the simple predicate. (2, 3, 4)

Step 2. Find the simple subject. (1)

Step 3. Find the complement. (5)

Step 4. Determine the kind of complement. (6, 7, 8)

Step 5. Find the modifiers of the subject. (9, 10)

Step 6. Find the modifiers of the complement.

(a) If the complement is a noun or pronoun. (9, 10)

(b) If the complement is an adjective. (11, 12)

Step 7. Find the modifiers of the predicate. (11, 12)

Parts of Speech

1. A noun is the name of a person, place, or thing.

2. A pronoun is a word that stands for a noun; for example, he, she, it, they.

Such words as *some, several, few, that, this* are pronouns when they stand for but do *not* modify a noun.

A *possessive pronoun* (*your hat*) may modify a noun.

3. A verb is a word that shows action or state of being.

4. An adjective modifies a noun or pronoun and answers the question *which one, how many*, or *what kind*; for example, *the blue dress, brass bowls*.

5. An adverb usually modifies a verb, adjective, or other adverb, and answers the question *how, when, where*, or *why*; for example: *They came here yesterday*.

6. A preposition shows the relation of its object to some other word in the sentence; for example: *the foot of the hill; the smoke from the chimney*.

7. A conjunction is a connecting word; for example, *boys and girls; long or short*.

8. An interjection expresses sudden or strong feeling; for example: *My! This is a long lesson*.

Name.....

Date.....

MASTERY GRAMMAR GUIDES

Unit II

SUPPLEMENTARY SENTENCES

1. Down the street ran the boy hurriedly.
2. This pencil with the good eraser was a present.
3. In the garage will be found an old trunk.
4. Here stood the old green car.
5. Put your papers on the desk now.
6. We must have seen that man in the gray suit at the ball game.
7. At the iron gate the big brown horse had stopped suddenly.
8. The pups were peacefully sleeping under a distant tree.
9. The mail carrier has always arrived at the farm about noon.
10. Betsy Ross was a young widow from Philadelphia.
11. A rough design was left for her use.
12. An immense whale was lying peacefully on the waters.
13. Did you ever go to kindergarten?
14. Many persons have planted flower gardens in their back yards.
15. Those big cotton mills were then owned by the Taylors.
16. She must have dropped one of her schoolbooks somewhere.
17. The boys had been vainly chasing a couple of butterflies.
18. Above our heads could be heard the whirr of a motor.
19. Another of the pups died on the long march.
20. An enemy of the smaller birds is the white-coated mouse.
21. During all these years the rose garden has been well cultivated.
22. One of these books you must have borrowed from Ted.
23. Max is fast becoming a fine violinist.
24. The beautiful diamond on her finger glittered in the moonlight.
25. Either of the boys may go with you.
26. Some of these sentences I must diagram at home.
27. For hours she had been wandering helplessly over the mountain trail.
28. Many of these Indians have woven beautiful baskets.
29. A group of interested persons watched the antics of the clown for many minutes.
30. Some of your books you may have packed in the trunk.
31. On the rail of the side porch a little bird is gayly arranging his feathers.
32. The room had become rosy with the light of dawn.
33. He would have been a wonderful Scout leader.
34. The shadows from the big castle sprawled across the patches of green grass.
35. The queer old house with its many stairways had captured the imagination of the small boy.
36. Under the shade of a big elm tree the child was playing quietly with her doll.
37. The following list of definitions you should learn carefully.
38. In the corner of the huge room a player piano was playing "The Blue Danube."
39. The husband of Betsy Ross had died in the service of his country.
40. Soon, with a single clip of her scissors, she displayed a true, five-pointed star.
41. The green weeds on the surface of the ocean looked like young corn.
42. One of the enemies of the song bird is the jay.
43. Columbus restrained his men by the calmness of his manner.
44. The boat finally sank to the bottom of the river.
45. The success of a garden depends chiefly upon the good use of a hoe.
46. Between the pages of the book had been laid the faded bit of ribbon.

Parts of Speech

47. *Behind* him came three small, *eager*, curious boys.
48. Max Simpson was called *away* by a *telephone* message.
49. On *their* first evening at home Joan *and* Hilda had talked in the library *until* midnight.
50. An interesting *piece* of information was uncovered *during* the *interview*.
51. They left the children *behind*.
52. Call Mother *in now*, please.
53. The picture on *that* wall was painted by *one* of my forefathers.
54. The men were coming *toward* us *rapidly*.
55. *No one ever* doubted his *honesty* of purpose *again*.
56. The result of your hard work may not be *apparent immediately*.
57. *Beyond* the garden wall she could see many interesting sights.
58. The great *iron* bolts of the gate were *securely* fastened *at* night.
59. *Beyond* lay the open road with *all* its fascination.
60. The *pencil* sharpener had been broken for several weeks.
61. *Above* could be seen the *tracks* of an unknown animal.

MASTERY GRAMMAR GUIDES

TEST ON UNIT II

Form A

I. The following sentences consist of two or more separate thoughts that are not connected in any way. Read the sentences carefully and connect the thoughts correctly.

1. The bears were natural comedians they enjoyed ripping to pieces the cushions of cars belonging to tourists.
2. Sampson waved both hands in protest then he began to argue.

II. Every sentence contains a simple subject and a simple predicate. Copy the simple subject and the simple predicate from each of the following sentences in the proper columns below.

1. Have you ever eaten any Japanese persimmons?
2. Take your things upstairs, please.
3. These papers he must have found in the desk.
4. Some of our friends will not arrive until tomorrow.
5. How quickly time does go!
6. Your sentence is correct.
7. What good friends we became after our quarrel!

SUBJECT	PREDICATE
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____

III. Most of the sentences in Question II contain complements. The complements are of three kinds: predicate nominative, direct object, predicate adjective. Find these complements. Copy them in the proper column below. Opposite each one write the words that show the kind of complement it is.

COMPLEMENT	KIND OF COMPLEMENT
------------	--------------------

IV. The following sentences contain ten italicized words. Each of these words belongs to one of the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection. Copy the italicized words in the proper column below. Opposite each word write the part of speech it is.

1. The boys *and* girls started quickly *toward* the door.
2. *Many* of the pupils went to the *football* game at the *close* of the *seventh* period.
3. Harriet *has always been* one of my best friends.

ITALICIZED WORD	PART OF SPEECH
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

V. Each of the following sentences contains one or more prepositional phrases. These phrases are adjective or adverbial. Copy the phrases in the column provided below. Opposite each phrase, in the second column, write the word it modifies. In the last column write the word that shows the kind of phrase it is.

1. Carry this box of potatoes to the basement in the morning.
2. By the end of the term we had become good friends.
3. Throughout my school days Richard has always been my chum.

PREPOSITIONAL PHRASE	WORD PHRASE MODIFIES	KIND OF PHRASE
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MASTERY GRAMMAR GUIDES

TEST ON UNIT II

Form B

I. The following sentences consist of two or more separate thoughts that are not connected in any way. Read the sentences carefully and connect the thoughts correctly.

- 1. I have read this chapter in history twice I do not understand it, however.
- 2. Then the chairman of the committee stepped forward it was his teacher of many years ago.

II. Every sentence contains a simple subject and a simple predicate. Copy the simple subject and the simple predicate from each of the following sentences in the proper columns below.

- 1. This place with its old-fashioned windows must have once been a delightful home.
- 2. Send those old clothes to some needy family tomorrow.
- 3. At the end of the journey a delightful surprise awaits you.
- 4. How beautifully that ivory is carved!
- 5. A few of the guests have now arrived.
- 6. The colors in that old painting are lovely.

SUBJECT	PREDICATE
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	
6. _____	

III. Most of the sentences in Question II contain complements. The complements are of three kinds: predicate nominative, direct object, predicate adjective. Find these complements. Copy them in the proper column below. Opposite each one write the words that show the kind of complement it is.

COMPLEMENT	KIND OF COMPLEMENT
------------	--------------------

IV. The following sentences contain ten italicized words. Each of these words belongs to one of the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection. Copy the italicized words in the proper column below. Opposite each word write the part of speech it is.

- 1. *Where can Harry* have gone?
- 2. Janet has *always* been a faithful student.
- 3. *During the baseball game* Jack *and his chum* became greatly excited.
- 4. *Many* of the children won honor pins.

ITALICIZED WORD	PART OF SPEECH
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	
6. _____	
7. _____	
8. _____	
9. _____	
10. _____	

V. Each of the following sentences contains one or more prepositional phrases. These phrases are adjective or adverbial. Copy the phrases in the column provided below. Opposite each phrase, in the second column, write the word it modifies. In the third column write the word that shows the kind of phrase it is.

- 1. By the side of a high mountain lives a friendly old woman.
- 2. The girl in the sport suit walks with a long stride.
- 3. Several of the boys went to the mountains during their vacation.

PREPOSITIONAL PHRASE	WORD PHRASE MODIFIES	KIND OF PHRASE
----------------------	----------------------	----------------

MASTERY GRAMMAR GUIDES

TEST ON UNIT II

Form C

I. The following sentences consist of two or more separate thoughts that are not connected in any way. Read the sentences carefully and connect the thoughts correctly.

- 1. We went on until we came to the alligator hospital there we saw many unfortunate alligators.
- 2. Next we came to some baby alligators they were about two feet long.

II. Every sentence contains a simple subject and a simple predicate. Copy the simple subject and the simple predicate from each of the following sentences in the proper columns below.

- 1. Those papers you might have left at home.
- 2. For many years Jennie had been the strongest girl in the family.
- 3. Carry that pile of books to the library after school.
- 4. We have never been very good friends.
- 5. How red that apple is!
- 6. Down the stairs ran a little girl in a fluffy white dress.

SUBJECT	PREDICATE
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

III. Most of the sentences in Question II contain complements. The complements are of three kinds: predicate nominative, direct object, predicate adjective. Find these complements. Copy them in the proper column below. Opposite each one write the words that show the kind of complement it is.

COMPLEMENT	KIND OF COMPLEMENT
------------	--------------------

IV. The following sentences contain ten italicized words. Each of these words belongs to one of the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection. Copy the italicized words in the proper column below. Opposite each word write the part of speech it is.

- 1. *Several* of my friends *do* not like *this* kind of *ice-cream* freezer.
- 2. *How* are you making *your* new dress?
- 3. I have not seen my brother *or* sister *since* the *close* of the war.
- 4. Two *white* mice were running around the room.

ITALICIZED WORD	PART OF SPEECH
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

V. Each of the following sentences contains one or more prepositional phrases. These phrases are adjective or adverbial. Copy the phrases in the column provided below. Opposite each phrase, in the second column, write the word it modifies. In the third column write the word that shows the kind of phrase it is.

- 1. At the end of the line dangled a small fish with a torn fin.
- 2. The boy in the blue sweater walks with a slight limp.
- 3. Will you attend any of those delightful concerts during the summer?

PREPOSITIONAL PHRASE	WORD PHRASE MODIFIES	KIND OF PHRASE
----------------------	----------------------	----------------

MASTERY GRAMMAR GUIDES

TEST ON UNIT II

Form D

I. The following sentences consist of two or more separate thoughts that are not connected in any way. Read the sentences carefully and connect the thoughts correctly.

1. They got up and started a fire to warm themselves in about an hour Spot arrived at the camp.
2. They followed Spot until they came to the place where Captain Scott and his servant lay here they stopped for a short time.

II. Every sentence contains a simple subject and a simple predicate. Copy the simple subject and the simple predicate from each of the following sentences in the proper columns below.

1. This piece of work I should have finished several days ago.
2. This boy has been a pupil of mine for two years.
3. How quickly that trip was made!
4. Return those books at once.
5. The very air was heavy with suspense.
6. Henry Miles is the best short-story writer in school.

SUBJECT	PREDICATE
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

III. Most of the sentences in Question II contain complements. The complements are of three kinds: predicate nominative, direct object, predicate adjective. Find these complements. Copy them in the proper column below. Opposite each one write the words that show the kind of complement it is.

COMPLEMENT	KIND OF COMPLEMENT
------------	--------------------

IV. The following sentences contain ten italicized words. Each of these words belongs to one of the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection. Copy the italicized words in the proper column below. Opposite each word write the part of speech it is.

1. *How* do you always notice such small details?
2. Did you see the Punch *and* Judy show in the auditorium *after* school?
3. *Some* of those china dishes should be handled carefully.

ITALICIZED WORD	PART OF SPEECH
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

V. Each of the following sentences contains one or more prepositional phrases. These phrases are adjective or adverbial. Copy the phrases in the column provided below. Opposite each phrase, in the second column, write the word it modifies. In the third column write the word that shows the kind of phrase it is.

1. After the party, take all those dishes to the cafeteria.
2. At the end of Strawberry Lane lives an artist of renown.
3. The timid child in the third row raised her hand after a moment's hesitation.

PREPOSITIONAL PHRASE	WORD PHRASE MODIFIES	KIND OF PHRASE
----------------------	----------------------	----------------

MASTERY GRAMMAR GUIDES

TEST ON UNIT II

Form E

I. The following sentences consist of two or more separate thoughts that are not connected in any way. Read the sentences carefully and connect the thoughts correctly.

1. I have lived in this town almost six years during this time I have attended four different schools.
2. Every summer I have gone down to the beach this summer I am going to the mountains.

II. Every sentence contains a simple subject and a simple predicate. Copy the simple subject and the simple predicate from each of the following sentences in the proper columns below.

1. That picture is unusually beautiful under the shaded light.
2. Bring your papers to the desk at the close of the period.
3. Have you ever gone to Pasadena on New Year's Day for the big football game?
4. Why is Anna so unhappy?
5. The president of that bank had once been a man of great wealth.
6. This warm coat one of those needy children might have used during the cold weather.

SUBJECT	PREDICATE
1.	
2.	
3.	
4.	
5.	
6.	

III. Most of the sentences in Question II contain complements. The complements are of three kinds: predicate nominative, direct object, predicate adjective. Find these complements. Copy them in the proper column below. Opposite each one write the words that show the kind of complement it is.

COMPLEMENT	KIND OF COMPLEMENT
------------	--------------------

IV. The following sentences contain ten italicized words. Each of these words belongs to one of the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection. Copy the italicized words in the proper column below. Opposite each word write the part of speech it is.

1. *Have* you *ever* seen a *more* brilliant electrical sign?
2. *During* the *close* of the *second* act *one* of the *chorus* girls almost lost her balance twice.
3. Many of *Virgil's* girls are *talented* in the field of dramatics.

ITALICIZED WORD	PART OF SPEECH
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

V. Each of the following sentences contains one or more prepositional phrases. These phrases are adjective or adverbial. Copy the phrases in the column provided below. Opposite each phrase, in the second column, write the word it modifies. In the third column write the word that shows the kind of phrase it is.

1. At the close of the period you may return the books to the library.
2. Several of the boys went to Chicago during their holidays.
3. Will you sit beside me at the next concert?

PREPOSITIONAL PHRASE	WORD PHRASE MODIFIES	KIND OF PHRASE
----------------------	----------------------	----------------

Test Chart

Unit 1		Unit 2	
I. The Sentence <i>A.</i> Recognition of the sentence <i>B.</i> Kinds of sentences <i>C.</i> Punctuation 1. End marks of sentences 2. Possessive nouns 3. Capitalization <i>a.</i> First letter of sentences <i>b.</i> Proper nouns	1	I. The Compound Sentence <i>A.</i> Recognition <i>B.</i> Punctuation	1, 2 3, 4
	2		
	3	II. Basic Parts of the Sentence <i>A.</i> The subject <i>B.</i> The predicate <i>C.</i> Complements	6, 23 (Daily Dozen 1) 5 (Daily Dozen 2, 3, 4) 7, 23 (Daily Dozen 5) 8, 9 (Daily Dozen 6, 7, 8)
II. Parts of the Sentence <i>A.</i> The subject <i>B.</i> The predicate <i>C.</i> Complements 1. Predicate nominative 2. Direct object 3. Predicate adjective	11, 12		
	4	III. Prepositional Phrases <i>A.</i> Recognition of phrases <i>B.</i> Kinds of phrases 1. Adjective 2. Adverbial	12, 13, 14 15, 16, 17, 18, 19, 23, 24, 25, 26 15, 20, 24, 25, 26
	9		
III. Parts of Speech <i>A.</i> Nouns 1. Number <i>B.</i> Pronouns <i>C.</i> Verbs <i>D.</i> Adjectives	5, 7, 21 (Daily Dozen 1) 6, 13, 14, 15, 16, 17, 18, 19 (Daily Dozen 2, 3, 4) 22 (Daily Dozen 5)	IV. Parts of Speech <i>A.</i> Nouns <i>B.</i> Pronouns <i>C.</i> Verbs <i>D.</i> Adjectives <i>E.</i> Adverbs <i>F.</i> Prepositions <i>G.</i> Conjunctions <i>H.</i> Interjections	21, 25, 27 21, 27 5, 21, 27 10, 21, 27 11, 21, 22, 27 12, 13, 14, 21, 27 27 27
	23, 27 (Daily Dozen 6) 24, 27 (Daily Dozen 7) 25, 27 (Daily Dozen 8)		
	27		

Individual Progress Card

Unit 1						Unit 2					
Form						Form					
Date						Date					
I. The Sentence						I. The Compound Sentence					
<i>A.</i> Recognition of the sentence						<i>A.</i> Recognition					
<i>B.</i> Kinds of sentences						<i>B.</i> Punctuation					
<i>C.</i> Punctuation						II. Basic Parts of the Sentence					
1. End marks of sentences						<i>A.</i> The subject					
2. Possessive nouns						<i>B.</i> The predicate					
Capitalization						<i>C.</i> Complements					
1. First letter of sentences						III. Prepositional Phrases					
2. Proper nouns						<i>A.</i> Recognition					
II. Parts of the Sentence						<i>B.</i> Kinds of phrases					
<i>A.</i> The subject						1. Adjective					
<i>B.</i> The predicate						2. Adverbial					
<i>C.</i> The complement						IV. Parts of Speech					
<i>D.</i> Kinds of complements						<i>A.</i> Nouns					
1. Predicate nominative						<i>B.</i> Pronouns					
2. Direct object						<i>C.</i> Verbs					
3. Predicate adjective						<i>D.</i> Adjectives					
III. Parts of Speech						<i>E.</i> Adverbs					
<i>A.</i> Nouns						<i>F.</i> Prepositions					
<i>B.</i> Pronouns						<i>G.</i> Conjunctions					
<i>C.</i> Verbs						<i>H.</i> Interjections					
<i>D.</i> Adjectives											
IV. The Noun											
<i>A.</i> Number											

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